



Accelerated Math™

Math Management Software

Software Manual

Learn how to:

- Manage libraries and objective lists
- Set up and manage the Assignment Book
- Print and score student assignments
- Set preferences for page layout, TOPS™ Report, and AccelScan™
- Customize and print Accelerated Math reports

POWERED BY



Renaissance Learning
PO Box 8036
Wisconsin Rapids, WI 54495-8036
Toll-Free Phone Number: (800) 338-4204
Local: (715) 424-3636
Outside the US: 1.715.424.3636
Fax: (715) 424-4242
Email (general questions): answers@renlearn.com
Email (technical questions): support@renlearn.com
Web Site: www.renlearn.com

Copyright Notice

Copyright © 2009 by Renaissance Learning, Inc. All Rights Reserved.

This publication is protected by US and international copyright laws. It is unlawful to duplicate or reproduce any copyrighted material without authorization from the copyright holder. This document may be reproduced only by staff members in schools that have a license for Accelerated Math, Renaissance Place Edition software. For more information, contact Renaissance Learning, Inc., at the address above.

The Accelerated logo, Accelerated Math, 2Know!, AccelScan, NEO, NEO 2, Renaissance, Renaissance Learning, the Renaissance Learning logo, Renaissance Place, Renaissance Receiver, and Renaissance Responder are trademarks of Renaissance Learning, Inc., and its subsidiaries, registered, common law, or pending registration in the United States and in other countries.

Macintosh and Safari are registered trademarks of Apple Inc., registered in the US and other countries.

Internet Explorer and Windows are registered trademarks of Microsoft Corporation in the United States and/or other countries.

Adobe, Flash, Reader, and Shockwave are either registered trademarks or trademarks of Adobe Systems Incorporated in the United States and/or other countries.

Firefox is a registered trademark of the Mozilla Foundation.

This product includes software developed by the Apache Software Foundation (www.apache.org/).

This product includes software developed by the OpenSSL Project for use in the OpenSSL Toolkit (www.openssl.org/).

As technology advances, it becomes necessary for software companies to drop support for older operating systems and third-party software. It is the responsibility of customers to keep their computers, networks, operating systems, and third-party software up-to-date and functional. Although Renaissance Learning will not discontinue support for older products immediately, we will continue to evaluate system requirements and do our best to provide advance notice when it becomes necessary to raise our requirements.

CONTENTS

Welcome to Accelerated Math 1

How It Works in Your Classroom	1
Programs You Will Use	2
Accelerated Math Software	2
Renaissance Place Management System	2
AccelScan Software	3
Renaissance Responder Software	3
Tools to Help You with Accelerated Math	3
Online Manuals and Tips	3
Online Help	4
Other Resources	4

Getting Started 5

Checking Software Requirements	5
Logging In and Changing Your Password	6
Navigating the Software	7
Switching Roles	7
Logging Out and Closing the Software	7
Setting Up the Accelerated Math Software	8
Setup Checklist	8

Setting Up the Scanner 9

Connecting the Scanner to the Computer	9
Installing the AccelScan Software	10
Downloading the Software	10
Installing the Scanning Software on Windows Computers	11
Installing the Scanning Software on Macintosh Computers	13
AccelScan Software Updates	16
Software Updates in Versions 1.42 and 1.43	16
Software Updates in Version 2.x	16

Using the Renaissance Responder Program 17

Setting Up the Renaissance Receiver and Using Responders or NEO 2 Laptops	17
---	----

Installing the Renaissance Responder Software	17
Downloading the Software	17
Installing the Renaissance Responder Software on Windows Computers	19
Installing the Renaissance Responder Software on Macintosh Computers	20
Libraries	22
What Are Libraries?	22
How to Install Your Accelerated Math Libraries	22
Viewing Library Information	23
Printing the Library Guide or Scope and Sequence.....	24
Adding Libraries for a School.....	25
Removing Libraries for a School	26
Objectives	27
What Are Objectives?	27
What Are Objective Lists?	27
Shared Objective Lists Versus My Lists	27
Shared Lists	27
My Lists (Private Lists)	28
Creating Objective Lists	28
Creating an Objective List Starting from the Libraries Page.....	28
Creating an Objective List Starting from the Assignment Book or Extended Response Page	30
Adding Objectives by Library	31
Adding Objectives by Searching by Objective Name	33
Adding Objectives by Searching by State Standard Code	34
Importing Objective Lists	35
Viewing an Objective List	36
Exporting Objective Lists	37
Choosing an Objective List for a Class	38
Copying an Objective List.....	40
Adding Objectives to a List or Removing Them from a List.....	41
Changing the Order of Objectives in a List.....	46
Marking Objectives Related to Specific Standards	48
Editing Objective List Information	49
Deleting Objective Lists	50

The Assignment Book	51
How Students Master Objectives in the Assignment Book	51
Viewing the Assignment Book for a Class	52
Assigning Objectives to Students in the Assignment Book	53
Transferring Student Data from One Class to Another	55
Assignment Book Symbols	56
Intervene	57
Mastery Criteria	59
Mastery Criteria Defined	59
How to Change the Mastery Criteria for an Objective	60
Printing Assignments	63
Types of Assignments	63
Make Sure You Have the Renaissance Place Print Plug-In	64
How to Print a Practice	66
How to Print an Exercise	67
How to Print a Test	69
How to Print a Diagnostic Test	71
Student Capacity Limit	73
Reprinting Assignments	73
How to Reprint an Assignment for One Student	73
How to Reprint an Assignment for More Than One Student	75
Deleting Assignments	76
How to Delete an Assignment for One Student	76
How to Delete an Assignment for More Than One Student	77
Scoring Assignments	78
How to Score Assignments Using AccelScan	78
How to Score Assignments in the Assignment Book	80
Rescoring Assignments	81
Putting Objectives on Hold	82
Resetting Objectives	84
Viewing a Sample Problem or Worked Example for an Objective	86
Unassigning Objectives	87
Viewing Student Details	89
Printing Reports from the Assignment Book	91
How to Print the Diagnostic or Status of the Class Report in the Assignment Book	91
How to Print the TOPS Report in the Assignment Book	92
Copying Settings from One Class to Another	93
Using the Math Glossary	95

Using Renaissance Responders or NEO 2 Laptops with Accelerated Math RP	97
How to Start a Session.....	97
How Students Use the Renaissance Responder or NEO 2 Laptop to Enter	
Their Answers.....	98
How to End a Session	99
Using Renaissance Home Connect with Accelerated Math RP	100
How to Make Sure a Computer Has Adobe Flash Player and Adobe Reader	100
How Students Use Renaissance Home Connect to Complete Practices and Exercises	101
How Students View Their Accelerated Math Progress in Renaissance Home Connect	105
How Students View Worked Examples in Renaissance Home Connect	108
How Students Use the Math Glossary.	112
Differences between Renaissance Home Connect and Parent Login	114
Renaissance Home Connect	114
Parent Access to Renaissance Place	114
Extended Response Assignments	115
Symbols on the Extended Response Pages.....	115
How Extended Response Assignments Work	115
Viewing the Extended Response Page for a Class	116
Printing or Reprinting Extended Response Assignments.	117
Scoring or Rescoring Extended Response Assignments	119
Transferring Extended Response Assignment Data from Other Classes	120
Viewing Extended Response Problems.	120
Printing Reports from the Extended Response Page	121
How to Print the Extended Response Diagnostic or Status Report	121
How to Print the TOPS Report on the Extended Response Page	122
Deleting Extended Response Assignments.	124
Teams and Goals	125
About Goals	125
Setting Goals	125

About Teams and Team Sets	126
Adding Team Sets	127
Adding Teams to a Set	128
Assigning Students to Teams.....	129
How to Automatically Divide Students Among Teams	129
How to Manually Select Students for Each Team	129
How to Change the Students on a Team	131
Editing Team Set Names and Owners.....	132
Editing Team Names.....	133
Deleting Teams from Sets.....	134
Deleting Team Sets	135
Printing Reports from the Teams & Goals Page.....	135
Reports	137
About Renaissance Place and Accelerated Math Reports.....	137
Using Accelerated Math Reports	138
Check for Adobe Reader before You Generate Reports.....	138
Printing Accelerated Math Reports	138
About Reporting Parameter Groups	142
Report Descriptions	143
Diagnostic Export	150
Engaged Time	150
Parent Reports.....	150
How to Give Parents Direct Access to the Accelerated Math Parent Reports.....	150
How Parents Print Reports	151
Preferences	153
Changing Classroom Preferences	153
How to Change the Class Marking Periods Preference	153
How to Change the Extended Response Preference	154
How to Change the Page Layout Preference	155
How to Change the Practice Preference.....	156
How to Change the Printing Preference	157
How to Change the Renaissance Home Connect Preference (If Available).....	158
How to Change the Scoring Preference	159
How to Change the TOPS Report Preference	160
Changing the General Preference (a User Preference)	161

Appendix A: Capabilities	162
User Groups in the Software	162
Capabilities for All Renaissance Place Programs	164
Accelerated Math Capabilities	168
Index	169

WELCOME TO ACCELERATED MATH

Accelerated Math Renaissance Place (RP) Edition is a computer-based system that manages and monitors students' mathematics practice from first grade through calculus.

Accelerated Math automatically performs these essential tasks:

- Prints assignments for each student
- Scores students' work and gives immediate feedback
- Gives you diagnostic information each day through individual student and class reports
- Tells you which mathematics objectives students have mastered and which ones are giving them difficulty

Accelerated Math will help you individualize instruction and student work in your classroom.

How It Works in Your Classroom

A typical Accelerated Math classroom operates something like this:

 **The TOPS Report and the next assignment are printed automatically.** When students submit an assignment, the TOPS Report tells them their scores, the answers they missed, and the specific objectives they need more practice on. The next practice assignment may provide additional practice on objectives that need more work and on new objectives to replace those mastered.

1. You assign objectives to students in the Accelerated Math Assignment Book.
2. You provide instruction on Accelerated Math objectives.
3. In Accelerated Math, you print an individualized practice assignment for each student based on the objectives you assigned.
4. Students work on the printed practice assignments. They may record their answers on Accelerated Math scan cards and then feed their scan cards into the scanner, or they may enter their answers on a Renaissance Responder, on a NEO 2 laptop, or in Renaissance Home Connect (if it's available) for automatic scoring.
5. Accelerated Math scores each student's work, and prints both a TOPS Report and the student's next practice assignment.
6. The student reworks any problems missed, and you and the student discuss the TOPS Report and any corrections.
7. When the student meets the practice mastery criteria for an objective (see page 59), you print a test for that student.
8. Students work on their printed tests, recording their answers on Accelerated Math scan cards for AccelScan scoring or entering them with a Renaissance Responder or NEO 2 laptop for automatic scoring.
9. Accelerated Math scores the tests, and you and the student discuss the TOPS Report and any corrections.
10. When the student meets the test mastery criteria, the objective is mastered. Review problems from the objective will start appearing on practices two weeks after this.

Programs You Will Use

Accelerated Math RP has four components: the Accelerated Math software, the Renaissance Place Management system, the AccelScan software, and the Renaissance Responder software.

Accelerated Math Software

The Accelerated Math software—accessible from the Renaissance Place Home page—will manage the program in your classrooms and keep track of students' progress.

 **For information on installing and registering your Accelerated Math software, see the Renaissance Place Installation Guide.**

What You'll Use Accelerated Math to Do	See Page
Get tips, manuals, and other documents to help you use Accelerated Math in your classroom	3
View information about libraries	23
Create objective lists if you want to make your own instead of using the ones that were automatically created for each library	28
Choose an objective list for each class	38
Assign objectives to students	53
Print assignments	63
Score assignments	78
View information about students' work on objectives	89
Create teams	126
Set goals	125
Print reports	91
Set preferences	153

Renaissance Place Management System

 **For information on the Renaissance Place management system, see the Renaissance Place Software Manual or online help.**

The Renaissance Place management system—also accessible from the Renaissance Place Home page—lets you view and manage district, school, student, teacher, parent, course, and class information in the Renaissance Place database, which is shared by all Renaissance Place Edition software used in your district or school. The tasks you can perform in the management program depend on your user level. For example, administrators have more management tasks to perform than teachers. Sample tasks may include:

- Adding, editing, or deleting courses and classes, and assigning teachers and students to them
- Selecting a different school year to work in
- Viewing student information or clearing a lock if a student's login is denied

- Downloading software needed to run Renaissance Place programs
- Printing reports with data from multiple Renaissance Place programs

AccelScan Software

The AccelScan software is the link between Accelerated Math and the scanner. It reads students' answers on their scan cards and automatically scores their work. Instructions for setting up the scanner and installing the AccelScan software begin on page 10.

Renaissance Responder Software

The Renaissance Responder software allows you to have students use either Renaissance Responders or NEO 2 laptops to enter their answers to Accelerated Math assignments. These answers are then scored automatically. (To set up the Renaissance Receiver and Renaissance Responders, see the instructions that came with the classroom response system. For more about the Responder SmartApplet, see the *NEO 2 Quick Guide*.) To install the Renaissance Responder software for Accelerated Math, see page 17.

Tools to Help You with Accelerated Math

You'll find many tools in the software to help you learn how to use Accelerated Math:

- Online manuals and tips
- Online help
- Other resources

Online Manuals and Tips

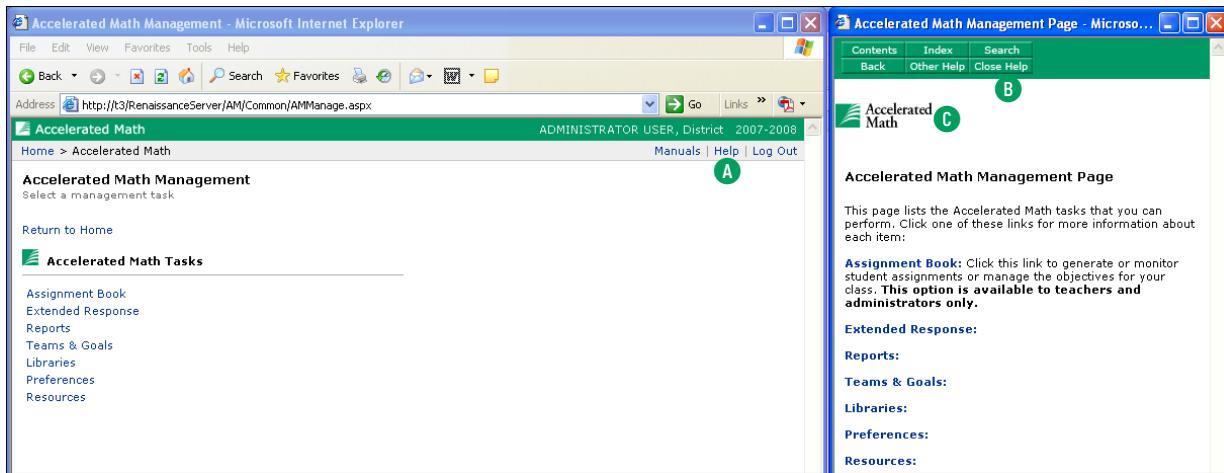
If you're reading this online, you've already discovered the **Manuals** link in the upper-right corner of any page in the program. Clicking that link lists the documents available for the Renaissance Learning programs installed on your server. For Accelerated Math, you'll find these documents helpful:

 **Do you still have questions?** Send general questions about the software to: answers@renlearn.com. Send technical questions to: support@renlearn.com. You can also call Renaissance Learning at (800) 338-4204.

Document	What It Gives You
<i>Accelerated Math Software Manual</i>	<ul style="list-style-type: none">• General information about the program• Step-by-step instructions for working with the program
<i>Accelerated Math Software Tips for Getting Started</i>	<ul style="list-style-type: none">• Helpful hints to get you started using the program
<i>Renaissance Place Software Manual</i>	<ul style="list-style-type: none">• Procedures for managing all school and district information• Instructions for consolidating data and generating custom reports
<i>How to Read a Math Implementation Report</i>	<ul style="list-style-type: none">• Information to help you interpret data in the Renaissance Place Implementation Progress and Status Reports

Online Help

To access the online help, click **Help** in the upper-right corner of any page. The help opens in a separate window as shown below.



- A** The Help link is on every page in the program. Click it to get more information about the page currently displayed in the program.
- B** To navigate the help, use the buttons at the top of the Help page.
 - Click **Contents** to display the table of contents for the help.
 - Click **Index** to display an alphabetical list of topics.
 - Click **Search** to find a help topic using words or phrases.
- C** This logo lets you know you're in the Accelerated Math help. If you go to another program's help, the logo for that program will appear.

Other Resources

The Accelerated Math software contains other resources to help you use Accelerated Math in your classroom. Click **Resources** in the Accelerated Math task list on the Home page to find forms, plans, charts, tips, routines, research, and other helpful documents.

GETTING STARTED

Checking Software Requirements

To check that a specific computer has the necessary software to run Accelerated Math—such as Adobe Reader for displaying reports or Adobe Flash Player for displaying worked examples of problems—click **Check Software Requirements** on the Renaissance Place Welcome page **A** before you log in.

 **Client or supporting software should be installed by a user who is logged in on the computer as an administrator or as a member of the Administrators group with administrative rights; this will make the software available to all users of the computer.**



The Software Requirements page will open with a list of all the necessary software and (in some cases) audio samples, animations, and links for testing programs that are currently installed. If any programs are missing or need to be updated, click the **install Version** link **B** for that program.

Software Requirements	
Supporting Software	
Software / Primary Use	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader English in a Flash MathFacts in a Flash Renaissance Home Connect STAR Early Literacy STAR Math STAR Reading	
Adobe Reader Viewing and printing reports as well as assessments and assignments Used by: All Products	
Adobe Shockwave Player Teacher scoring Used by: Fluent Reader	
QuickTime Student practices and teacher scoring (iTunes is not required) Used by: Fluent Reader	
Renaissance Place Print Plug-In Auto printing TOPS report when the preference is set to Enable Used by: Accelerated Math Accelerated Reader MathFacts in a Flash	

For the most up-to-date software, hardware, and operating system requirements for Accelerated Math, visit www.renlearn.com/requirements.

If you are planning to use AccelScan scanners with Accelerated Math, you need to install the AccelScan scanning software; see page 10. If you are planning to use Renaissance Responders with Accelerated Math, you will need the Renaissance Responder program; see page 17.

Logging In and Changing Your Password

Use these instructions to log in to Renaissance Place, change your password—either by choice or when the software requires it—and access the Accelerated Math program.

1. In your Web browser, go to the URL for Renaissance Place. Supported browsers include Internet Explorer, Firefox, and Safari.
2. On the Welcome page, click **Teacher/Administrator**.
3. Enter your user name and password. To change your password, check the **Change Password** box.

The screenshot shows a web page titled "Renaissance Place" with a blue header. Below the header, it says "Teachers/Administrators" and "Enter user name and password". There are two text input fields: "User Name" and "Password". Below these fields are two buttons: "Log In" and "Change Password". At the bottom of the page, there is a link "Knowledge Base: support.renlearn.com".

4. Click **Log In**. If you're not changing your password, your Home page opens.
5. If you are changing your password, enter it now, type it again to verify it, and click **Save** to open your Home page.

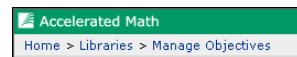
The screenshot shows a web page titled "Renaissance Place" with a blue header. Below the header, it says "Change Password" and "Enter a new password". There are two text input fields: "New Password" and "Repeat New Password", both containing five asterisks. Below these fields are two buttons: "Cancel" and "Save".



If the Change Password page opens and you didn't choose to change your password when logging in, one of two things has happened. Either your system administrator wants you to change it for security reasons or you haven't changed it in a year and the software requires it.

Navigating the Software

The navigation bar at the top of each page shows you where you are in the software, as shown here.



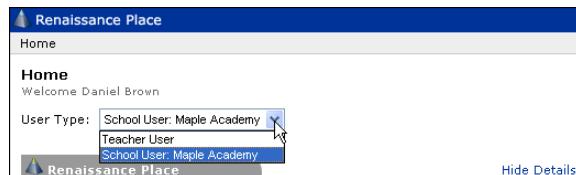
If you need to go back to a previous page, use the links in the navigation bar rather than the Web browser's Back button, which can sometimes give you unexpected results. For example, if you're on the Manage Objectives page and want to go to the Home page, click **Home** in the navigation bar.

Switching Roles

Some people in your district or school may be assigned more than one role, or they may be assigned to more than one school. For example, the librarian in the high school might also teach a class in one of the middle schools.

Renaissance Place keeps track of these multiple roles and school assignments. You can switch between roles or schools after you log in or any time while you are using the software.

On the Home page, choose a role from the **User Type** drop-down list:



For more information, see the *Renaissance Place Software Manual*.

Logging Out and Closing the Software

 **Automatic logout after 20 minutes.**
If you don't use Accelerated Math for about 20 minutes, it automatically logs you out, and you'll have to log in again when you return to the software.

When you've finished working in Accelerated Math, log out to keep your data secure.

1. Click **Log Out** in the upper-right corner of any page.
2. Close the software by closing your Web browser.

Setting Up the Accelerated Math Software

Much of the preliminary setup for Accelerated Math will occur before you log in the first time. For example, the software will probably be installed and registered on a central server in your district or school for you to access.

Setup Checklist

The tasks listed below must be performed after Accelerated Math is installed and registered on the server and as you start using it in your classroom. You may or may not be the one required to do any of these tasks.

Task	Usually Performed By					Where to Find Instructions	
	District		School		Teacher		
	Admin.	Staff	Admin.	Staff			
Install Accelerated Math libraries	✓					Page 22	
Enter district information	✓					<i>Renaissance Place Software Manual</i>	
Add school years	✓	✓					
Add school information	✓	✓					
Add school administrators and district staff	✓	✓					
Add teachers, school staff, and students; add parents, if desired	✓	✓	✓				
Add school marking periods	✓		✓				
Add courses and classes, assign teachers—designate a lead teacher for each Accelerated Math classroom—and enroll students in classes	✓	✓	✓	✓			
Set the Class Marking Period preference	✓		✓		✓	Page 153	
Create objective lists and add objectives to them (if you want to create your own instead of using the lists that were automatically created for each library)	✓	✓	✓	✓	✓	Page 28	
Select an objective list for each class Assignment Book and for extended response assignments	✓		✓		✓	Page 38	
Assign objectives to students	✓		✓		✓	Page 53	
Print your students' assignments	✓		✓		✓	Page 63	
Make sure teacher and student computers have the necessary software installed	✓		✓		✓	Adobe Reader: Page 5 AccelScan: Page 11 Responder: Page 17	

SETTING UP THE SCANNER

The AccelScan scanner reads and scores scan cards containing students' answers for their assignments.

Connecting the Scanner to the Computer

You'll connect the scanner to a computer that has the Accelerated Math software running on it.

 **Check system requirements.** Before you connect the scanner to the computer, check the system requirements at www.renlearn.com/requirements.

- AccelScan models 2110, 2210, and 1100 Serial:** Plug the round connector on the AccelScan power cable into the matching port on the AccelScan, and plug the scanner into an electrical outlet.
- AccelScan model 1100 USB:** You received a power cord and a power supply box with a cable attached. Connect the power cord to the power supply box. Then, plug the small round connector into the AccelScan, and plug the power cord into an electrical outlet.
- Connect the data cable coming from the AccelScan to the matching port on your computer. If the data cable has a USB connector, attach it to your computer's USB port. If not, do the following:
 - For Windows Computers:** Attach the 9-pin serial port adapter to the end of the AccelScan cable and then attach the cable to your computer.
 - For Macintosh Computers:** Connect the data cable to an 8-pin female serial port on your computer, such as the printer or modem port.
- For AccelScan model 1100 USB, see the user's guide that came with your scanner to install the AccelScan drivers.
- Follow the steps in the next section to install and set up the scanner software.

Installing the AccelScan Software

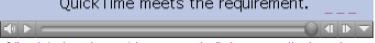
The AccelScan scanning software reads students' answers on scan cards and scores them. The software must be installed on every computer used for scanning.

Downloading the Software

1. Before logging in on the Renaissance Place Welcome page, click **Check Software Requirements** in the lower-left corner of the page.

If you are already logged in to the program, you can also click **Product Administration** under Renaissance Place on the Home page and then click **Download Supporting Software**.

 **Supporting client software should be installed by a user who is logged in on the computer as an administrator or as a member of the Administrators group with administrative rights; this will make the software accessible to all users of the computer.**

Renaissance Place Real Time	
Software Requirements	
Supporting Software	
Software / Primary Use	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader English in a Flash MathFacts in a Flash Renaissance Home Connect STAR Early Literacy STAR Math STAR Reading	 Flash Player doesn't meet the 7+ requirement. If "Flash Player meets the requirement." does not display above, install Version 7.0 or later.
Adobe Reader Viewing and printing reports as well as assessments and assignments Used by: All Products	 Test Adobe Reader If Adobe Reader won't open, install Version 5.0 or later.
Adobe Shockwave Player Teacher scoring Used by: Fluent Reader	 Shockwave meets the requirement. If "Shockwave meets the requirement." does not display above, install Version 10.1 or later.
QuickTime Student practices and teacher scoring (iTunes is not required) Used by: Fluent Reader	 QuickTime meets the requirement. If "QuickTime is working properly." does not display above, install Version 6.1 or later.
Renaissance Place Print Plug-In Auto printing TOPS report when the preference is set to Enable Used by: Accelerated Math Accelerated Reader MathFacts in a Flash	 Not Installed Install Version 1.3 or later.
Client Application Software	
After installation, client applications will need your Server Name or IP Address to access data. Your Server Name or IP Address is: tt3	
Fluent Reader	A 
AccelScan and Renaissance Responder	B 
Fluent Reader Student 2.4 for Macintosh OS 9.x Fluent Reader Student 2.4 for Macintosh OS X Fluent Reader Student 2.4 for Windows	
AccelScan 1.42 for Macintosh OS X AccelScan 2.0 for Macintosh OS 10.4 or later AccelScan 1.42 for Macintosh OS 10.2.8 - 10.3x AccelScan 1.43 for Windows Renaissance Responder 1.05 for Macintosh OS X or later Renaissance Responder 1.05 For Windows	

2. Write down the server name or IP address **A** shown. You'll need this information later.
3. Click the **AccelScan** link for your operating system **B**.

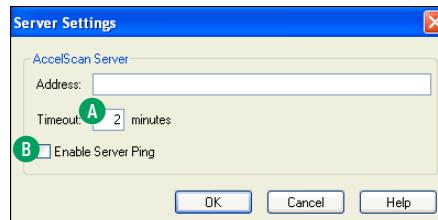
4. Select **Save** when the system asks if you want to run or save the file. If you are using a Macintosh computer and it asks you whether to unstuff the file, choose to unstuff it. When the download is complete, close the window.
5. To install the scanning software on your Windows computer, continue with the steps below. To install the software on a Macintosh computer, see page 13.

Installing the Scanning Software on Windows Computers

1. Close any programs you have open on your computer.
2. Double-click the **AccelScanInstaller1.43Win.exe** file that you just downloaded.
3. When the setup page below opens, click **Next >**.



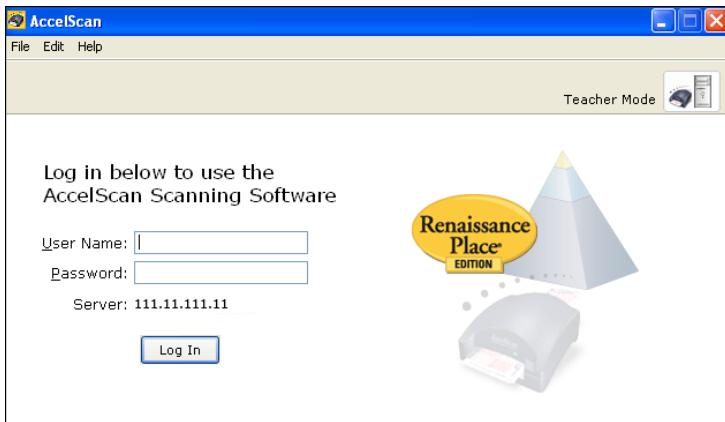
4. When the system asks you which folder to store the software in, click **Next >** to accept the suggested destination folder, or click **Browse** to select a different folder before you click **Next >**.
5. Click **Finish** when the installation is complete.
6. Double-click the **AccelScan** icon.
7. Enter the name of your Accelerated Math server or the IP address you wrote down in step 2 on page 10.



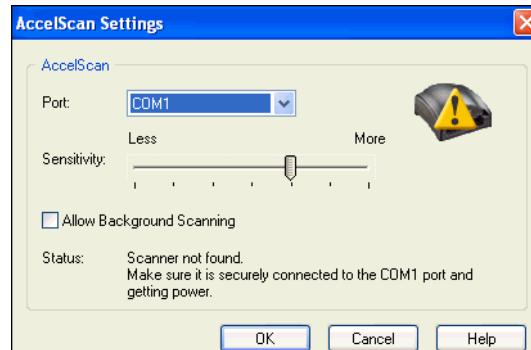
A This is the number of minutes the scanning software will attempt to communicate with the server before notifying you of a problem. You may change this number.

B Checking the **Enable Server Ping** box tells the scanning software to check communication with the server every five minutes. This is not recommended if you have a slow (dial-up) connection to your server.

8. Click **OK**.
9. On the Login page shown below, enter your Accelerated Math user name and password and click **Log In** to open the scanning software. If the scanning software, AccelScan scanner, and Accelerated Math are communicating with each other, the Ready to Scan page opens and the installation is complete.



10. If there's a problem, click **Scanner Settings** to display the settings shown here.
11. Use the **Port** drop-down list to select the port where the scanner is connected. If the scanner has a switch, make sure it is on. Once the program detects the scanner, the exclamation point over the scanner icon disappears and you can choose a sensitivity setting for the scanner.
12. Check the **Allow Background Scanning** box if you want to scan cards even when the AccelScan software is in the background on your computer.
13. When you've finished, click **OK**. The installation is complete.

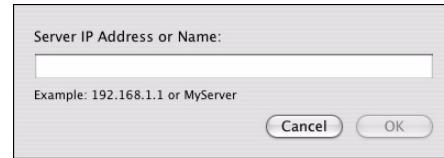


 **Scanner sensitivity.**
The Sensitivity setting determines how sensitive the AccelScan is to marks on a scan card. If you find the scanner needs to be more or less sensitive, you can come back to this page to change it at any time. Log into the AccelScan Scanning software, select the **Edit** menu, and choose **AccelScan Settings**.

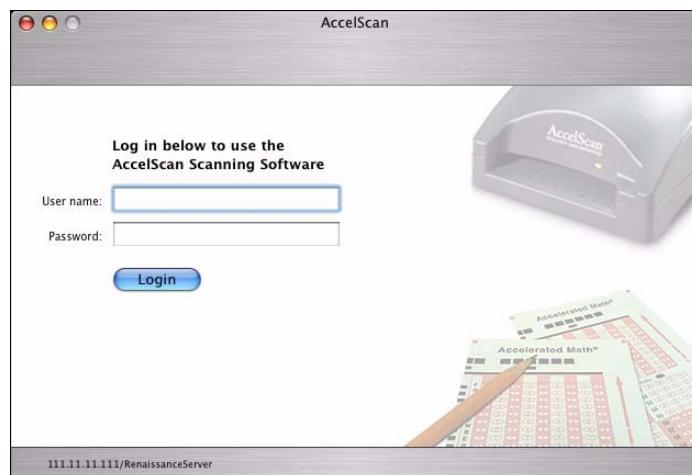
Installing the Scanning Software on Macintosh Computers

Installing Version 2.x on Macintosh OS 10.4–10.5 Computers

1. Close any programs you have open on your computer.
2. Double-click the **AccelScan 2.0.dmg** file that you downloaded. The volume will open.
3. Double-click the **AccelScan** package file.
4. Click **Continue** on the Welcome panel of the Install AccelScan assistant.
5. Click the drive where you want to install the software. Then, click **Continue**.
6. Click **Install** on the next panel.
7. Enter the administrator user name and password when the program asks for this information; then, click **OK**.
8. An alert will tell you that you must restart your computer after installation. Click **Continue Installation**.
9. Click **Restart** when the installation is complete. Your computer will restart.
You may have extra steps to perform to install the OS X scanner driver. Follow the instructions and restart the computer after installation.
10. Open the **Applications** folder on the drive where you installed the software. Then, double-click **AccelScan** in that folder.
11. Enter the IP address of your Accelerated Math server, which you wrote down in step 2 on page 10.
12. Click **OK**.
13. On the Login page, enter your Accelerated Math user name and password and click **Log In** to open the scanning software. If the scanning software, AccelScan scanner, and Accelerated Math are communicating with each other, the Ready to Scan page will open. The installation is complete.



 **Setting the Timeout and enabling a server ping.** To see the server communication settings, click the **AccelScan** menu and choose **Preferences**; then, click **Server**. You can set the **Timeout** value, which determines how long the software will attempt to communicate with the server before notifying you of a problem. You can also check the **Enable Server Ping** box if you want the software to check communication with the server every five minutes (not recommended for dial-up connections).



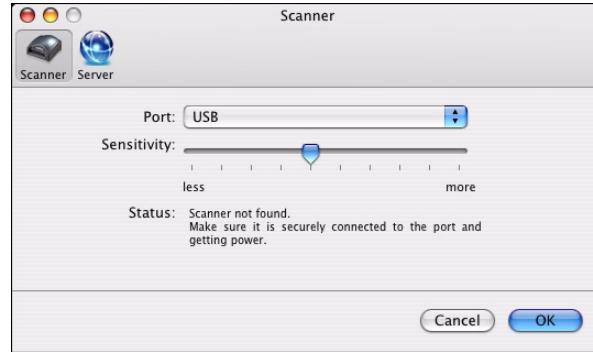
If there's a problem, click **Scanner Settings** to display the Scanner settings.

Use the **Port** drop-down list to select the port where the scanner is connected. If the scanner has a switch, make sure it is on. Once the program detects the scanner, the

exclamation point over the scanner icon disappears and you can choose a sensitivity setting for the scanner.

Check the **Allow Background Scanning** box if you want to scan cards even when the AccelScan software is in the background on your computer.

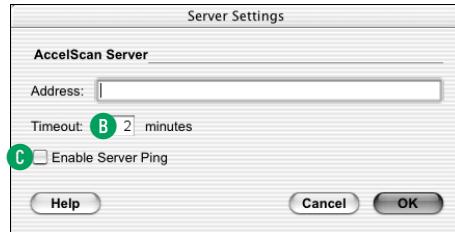
When you've finished, click **OK**. The installation is complete.



Installing Version 1.42 on Macintosh OS 9 and OS 10.2.8–10.3.9 Computers

1. Close any programs you have open on your computer.
2. Double-click **AccelScan1.42** in the location where you downloaded the .dmg file. (You may need to double-click the **AccelScan1.42.dmg** file first.) A folder will open.
3. Double-click **AccelScanInstaller1.42Mac**.
4. When the AccelScan page opens, click **Continue**.
5. If the folder highlighted on the page is where you want to store the AccelScan software, click **Choose**. If not, click the drives icon (OS 9) or scroll to the left (OS 10.2.8–10.3.9) and select your hard drive. Find and select the folder where you want to install the software. Click **Choose**.
The program may ask you to restart after installation if CarbonLib was updated.
6. You may have extra steps to perform to install the OS 10 scanner driver. Follow the instructions and restart the computer after installation.
7. Double-click the **AccelScan** icon in the folder where you installed it.

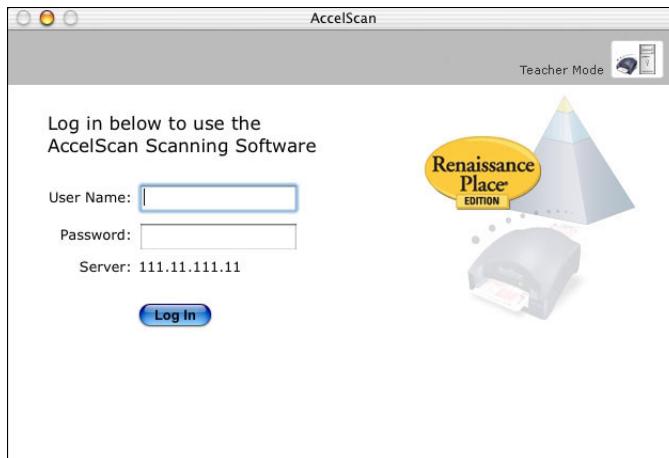
8. Enter the IP address of your Accelerated Math server, which you wrote down in step 2 on page 10.



B This is the number of minutes the scanning software will attempt to communicate with the server before notifying you of a problem. You may change this number.

C Checking the **Enable Server Ping** box tells the scanning software to check communication with the server every five minutes. This is not recommended if you have a slow (dial-up) connection to your server.

9. Click **OK**.
10. On the Login page shown below, enter your Accelerated Math user name and password and click **Log In** to open the scanning software. If the scanning software, AccelScan scanner, and Accelerated Math are communicating with each other, the Ready to Scan page opens and the installation is complete.



11. If there's a problem, click **Scanner Settings** to display the settings.

Scanner sensitivity.
The Sensitivity setting determines how sensitive the AccelScan is to marks on a scan card. If you find the scanner needs to be more or less sensitive, you can come back to this page to change it at any time. Log into the AccelScan Scanning software, select the **Edit** menu, and choose **AccelScan Settings**.

Use the **Port** drop-down list to select the port where the scanner is connected. If the scanner has a switch, make sure it is on. Once the program detects the scanner, the exclamation point over the scanner icon disappears and you can choose a sensitivity setting for the scanner.

Check the **Allow Background Scanning** box if you want to scan cards even when the AccelScan software is in the background on your computer.

When you've finished, click **OK**. The installation is complete.



AccelScan Software Updates

Software Updates in Versions 1.42 and 1.43

Your AccelScan software automatically checks for updates when you start the program. If updates are available, follow the instructions in the messages you see.

Software Updates in Version 2.x

The AccelScan software automatically checks for updates when you start the program. However, you can also check for updates while running the program by clicking the **AccelScan** menu and choosing **Check for Updates**.

When an update is available, you will see a message about the update. You can click a link in the message to see more information about the update.

If the update is optional, the message will include an **Ignore** button. You can click **Ignore** to continue using the AccelScan software without installing the update. When you choose to ignore an update, the software will not bring it to your attention again when it automatically checks for updates, but you will see it again if you choose to check for updates yourself using the item in the AccelScan menu.

To download and install an update, click **Download**. Double-click the file that you downloaded to begin installing the update.

USING THE RENAISSANCE RESPONDER PROGRAM

If your class has a Renaissance Receiver and either Renaissance Responders or NEO 2 laptops, students can use the Responders or NEO 2 laptops to enter their answers for Accelerated Math assignments.

Setting Up the Renaissance Receiver and Using Responders or NEO 2 Laptops

To find out how to connect your Renaissance Receiver and start using Renaissance Responders, refer to the instructions that you received with the classroom response system.

To find out more about the Responder SmartApplet on NEO 2 laptops, refer to the *NEO 2 Quick Guide*.

Installing the Renaissance Responder Software

Before you can use Renaissance Responders or NEO 2 laptops with Accelerated Math, you must install the Renaissance Responder client software on each computer that has a Renaissance Receiver.

Downloading the Software



Supporting client software should be installed by a user who is logged in on the computer as an administrator or as a member of the Administrators group with administrative rights; this will make the software accessible to all users of the computer.

1. Before logging in on the Renaissance Place Welcome page, click **Check Software Requirements** in the lower-left corner of the page. If you are a district or school administrator or teacher and you are already logged in to the program, you can also click **Product Administration** under Renaissance Place on the Home page and then click **Download Supporting Software**.

USING THE RENAISSANCE RESPONDER PROGRAM

Installing the Renaissance Responder Software

Renaissance Place Real Time

Manuals | Help

Software Requirements

Software / Primary Use	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader English in a Flash MathFacts in a Flash Renaissance Home Connect STAR Early Literacy STAR Math STAR Reading	Flash Player doesn't meet the 7+ requirement. If "Flash Player meets the requirement." does not display above, install Version 7.0 or later.
Adobe Reader Viewing and printing reports as well as assessments and assignments Used by: All Products	Test Adobe Reader If Adobe Reader won't open, install Version 5.0 or later.
Adobe Shockwave Player Teacher scoring Used by: Fluent Reader	If "Shockwave meets the requirement." does not display above, install Version 10.1 or later.
QuickTime Student practices and teacher scoring (iTunes is not required) Used by: Fluent Reader	QuickTime meets the requirement. If "QuickTime is working properly." does not display above, install Version 6.1 or later.
Renaissance Place Print Plug-In Auto printing TOPS report when the preference is set to Enable Used by: Accelerated Math Accelerated Reader MathFacts in a Flash	◆ Not Installed Install Version 1.3 or later.

Client Application Software
After installation, client applications will need your Server Name or IP Address to access data.
Your Server Name or IP Address is: tt3 A

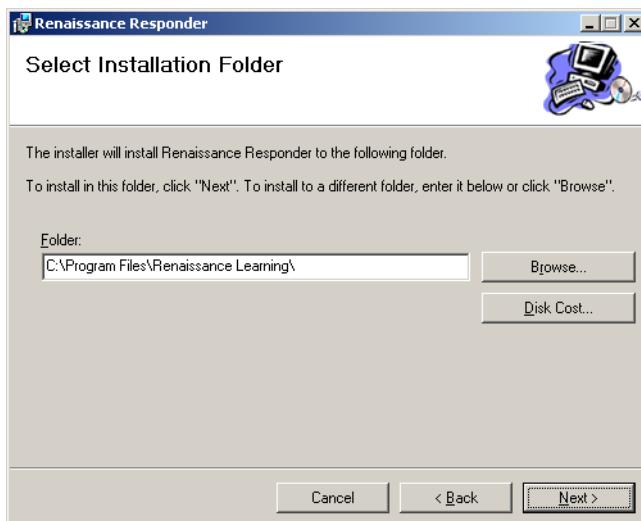
Software / Primary Use	Action
Fluent Reader	Fluent Reader Student 2.4 for Macintosh OS 9.x Fluent Reader Student 2.4 for Macintosh OS X Fluent Reader Student 2.4 for Windows
AccelScan and Renaissance Responder	AccelScan 1.42 for Macintosh OS 9.x AccelScan 2.0 for Macintosh OS 10.4 or later AccelScan 1.42 for Macintosh OS 10.2.8 - 10.3x AccelScan 1.43 for Windows Renaissance Responder 1.05 for Macintosh OS X or later B Renaissance Responder 1.05 for Windows

2. Write down the server name or IP address A shown. You'll need this information later.
3. Click the **Renaissance Responder** link for your operating system B.
4. Select **Save** when the system asks if you want to run or save the file. When the download is complete, close the window.
5. To install the Renaissance Responder software on your Windows computer, see page 19. To install the software on a Mac, see page 20.

Installing the Renaissance Responder Software on Windows Computers

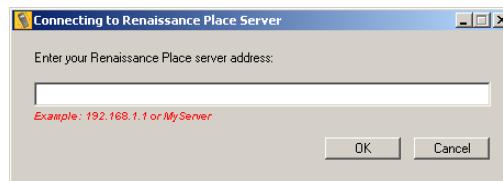
1. Close any programs you have open on your computer.
2. Double-click the **ResponderInstaller1.04WinUS.msi** file that you just downloaded.
3. When the Renaissance Responder Setup Wizard opens, click **Next >**.
4. When the system asks you which folder to store the software in, click **Next >** to accept the suggested destination, or click **Browse** to select a different folder before you click **Next >**.

 **Disk Cost:** Click the **Disk Cost** button to see how much space is available and how much the program will take.



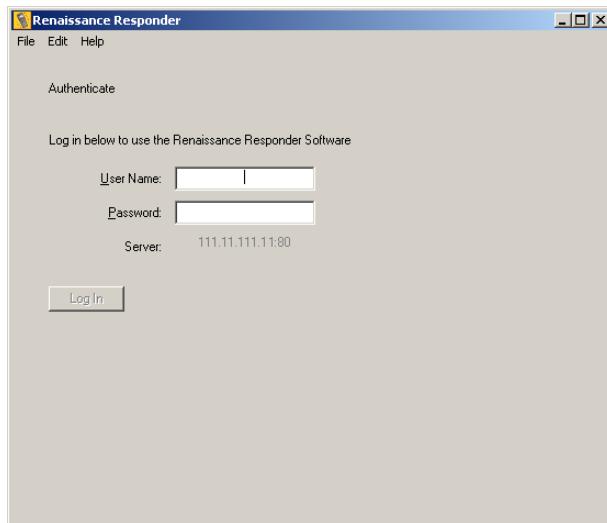
5. Click **Next >** again to confirm installation.
6. Click **Close** when the installation is complete.
7. To start the program, click **Start** ▶ **Programs** ▶ **Renaissance Responder** ▶ **Renaissance Responder**.
8. Enter the name of your Accelerated Math server or the IP address you wrote down when you downloaded the program.

 **The program may not ask you to enter the server address.** If it doesn't, the program may have chosen the server that you're using for the AccelScan Scanning software. If you want to choose a different server, click the **Edit** menu and choose **Server Settings** before you log in.



9. Click **OK**.

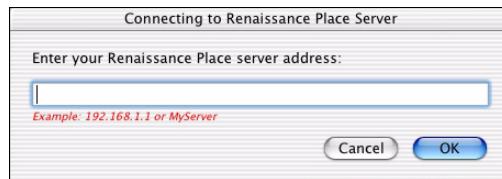
10. On the Login page, enter your Accelerated Math user name and password and click **Log In**. The Renaissance Responder session will open, and students can begin using their Renaissance Responders or NEO 2 laptops for Accelerated Math. For more information, see page 97.



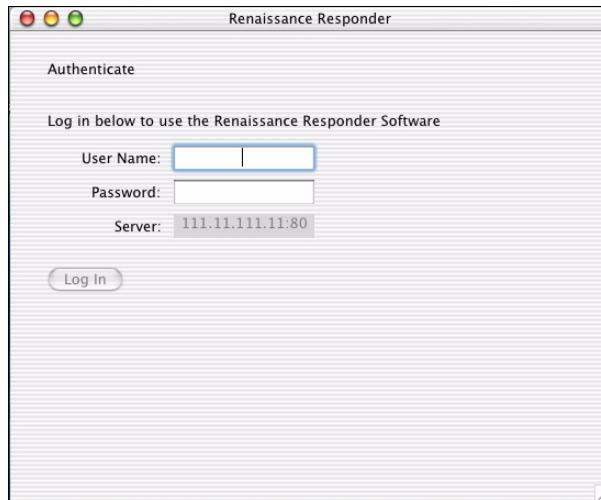
Installing the Renaissance Responder Software on Macintosh Computers

1. Close any programs you have open on your computer.
2. Double-click the **ResponderInstaller1.05MacUS.dmg** file that you just downloaded.
3. Double-click **Renaissance Responder Installer** in the folder that opens.
4. Enter your user name and password for the computer when the Installer asks you to do this. Then, click **OK**.
5. The program will begin installing the Renaissance Responder program in the Applications folder on your hard drive. At the beginning of the installation, the program may tell you that the installer will automatically restart your computer once the files have been installed; if this message appears, click **OK**.
6. After installation, double-click **Renaissance Responder** in the folder that opens. (If the computer restarted, this folder appears after the restart.)
7. Enter the name of your Accelerated Math server or the IP address you wrote down when you downloaded the program.

 *The program may not ask you to enter the server address. If it doesn't, the program may have chosen the server that you're using for the Accel/Scan Scanning software. If you want to choose a different server, click the **Edit** menu and choose **Server Settings** before you log in.*



8. Click **OK**.
9. On the Login page, enter your Accelerated Math user name and password and click **Log In**. The Renaissance Responder program will start, and students can begin using their Renaissance Responders or NEO 2 laptops for Accelerated Math. For more information, see page 97.



LIBRARIES

What Are Libraries?

 *To see the objectives in your libraries, refer to the Library Guide and Scope and Sequence for each library. To print these documents, see page 24.*

Accelerated Math libraries are the source of the problems on students' Accelerated Math assignments and tests. Within each library, closely related problems are grouped by objective. Libraries include the objectives for a specific grade level, math subject, state requirements, or textbook. They are designed to follow common curriculum guidelines and the content of widely used math textbooks.

Accelerated Math has two types of libraries:

- **Standard** libraries are the source of the objectives and problems in class Assignment Books.
- **Extended response** libraries provide challenging problems and projects that emphasize problem-solving and higher-order thinking skills. They are used to generate extended response assignments. (See page 115.)

You received at least one library with Accelerated Math; if you purchased a subscription, you received a full set of Accelerated Math libraries, which are installed by Renaissance Learning or your server administrator. If Renaissance Learning does not host your server, your server administrator can follow the instructions below to install libraries.

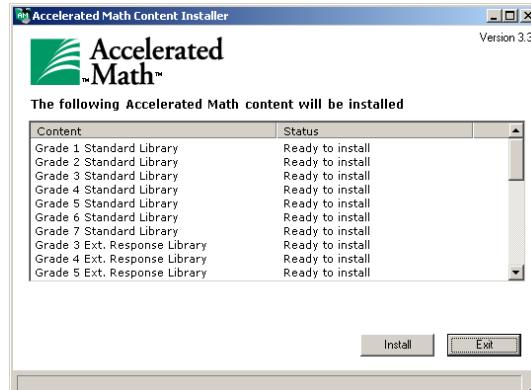
When libraries are installed, Accelerated Math automatically creates an objective list for each library; the list includes all objectives from the library in the default order. After the libraries are installed, teachers can either create objective lists (see page 28) or select one of the lists that were created automatically (see page 38).

How to Install Your Accelerated Math Libraries

If Renaissance Learning hosts your Renaissance Place server, we install your libraries for you. If not, your server administrator must follow these steps **at the server** to install libraries after Accelerated Math has been installed and registered. This process may take some time.

1. Insert your Accelerated Math Libraries CD into the server.
2. If the Accelerated Math Content Installer starts automatically, go to step 3. If not, view the contents of the CD and double-click **AMContentInstaller.exe**.

3. In the Accelerated Math Content Installer, click **Install**.
4. The program will show you the progress as it installs each library. When installation is complete, click **Exit**.
5. If you received more than one Libraries CD, repeat the steps above for each CD.



Viewing Library Information

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Follow these steps to see a list of your installed libraries.

1. Click **Libraries** in the list of Accelerated Math tasks on the Home page.
2. Select your school from the **School** drop-down list if necessary **A**. (Different schools may have different libraries.)

Library	Type	Edition	Revision	Version	Objective Count	Classes Using	Action
2E Grade 4	Standard	2	1	3	143	0	Remove
2E Grade 5	Standard	2	1	2	167	0	Remove
2E Grade 6	Standard	2	1	1	157	2	* Remove
Alg 1 Ext Resp	Extended Response	1	1	3	100	0	Remove
Alg 2 Ext Resp	Extended Response	1	1	2	100	0	Remove
Basic Math Ext	Extended Response	1	1	3	100	0	Remove
Calculus Ext Resp	Extended Response	1	1	2	100	0	Remove
Geometry Ext Resp	Extended Response	1	1	2	100	0	Remove
Grade 3 Ext Resp	Extended Response	1	1	2	100	0	Remove
Grade 4 Ext Resp	Extended Response	1	1	3	100	0	Remove
Grade 5 Ext Resp	Extended Response	1	1	3	100	0	Remove
Grade 6 Ext Resp	Extended Response	1	1	3	100	1	* Remove
Grade 7 Ext Resp	Extended Response	1	1	3	100	0	Remove
Pre-Alg Ext Resp	Extended Response	1	1	4	100	0	Remove
Pre-Calc Ext Rp	Extended Response	1	1	5	100	0	Remove

A Choose a school. Each school may own different libraries.

B The links on the left side of this page allow you to add libraries, manage or view objective lists, and print reports.

C Click a library name to see more information about that library, such as the classes using the library, the available documents, and the standards associated with the library.

Printing the Library Guide or Scope and Sequence

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



You need Adobe Reader to view or print these documents. (On Macintosh computers, you can use the Preview program instead.) To find out if your computer has Adobe Reader, click Check Software Requirements on the Welcome page before you log in to the software. For detailed instructions, see page 138.

Each standard library has a library guide and a scope and sequence document.

- **Library Guides** include each topic and objective in the library and sample problems for each objective.
- The **Scope and Sequence** lists the topics and objectives in the library.

Extended Response libraries also have scope and sequence documents, but they do not have library guides.

To view or print the documents for a library, follow these steps:

1. View the list of libraries for your school. See page 23.
2. Click the name of the library you want to view.
3. Click the name of the library document that you want to print **A**. The document will open in Adobe Reader or the Macintosh OS X Preview program.

Accelerated Math
Home > Libraries

Library Detail
View details about the library
Return to Libraries

Library

Name	Type	Edition	Revision	Version	Objective Count	Grade Range	Classes Using
2E Grade 4	Standard	2	1	3	143	4	0

Classes Using

Name	Teacher
No Classes Using	

Library Documentation

Name
AM2EGrade4LG.PDF
AM2EGrade4SS.PDF

Standards

Agency	Standard
California	California, Math, 1997, Grade Four, Content Standards, State Department of Education
NCTM	NCTM, Math, 2000, Grades 3-5, NCTM Principles and Standards for School Mathematics, produced by the NCTM

Return to Libraries

4. If the document opens in Adobe Reader, click the Adobe Reader buttons to save or print it. (Do **not** use the browser's print option.) If the document opens in the Macintosh Preview program, click the **File** menu and choose **Print**.
5. When you've finished, click **Return to Libraries**.

Adding Libraries for a School

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Normally, Accelerated Math automatically adds the libraries for each school as you install them. However, if you've removed libraries from a school, and you want to add them again, follow the steps below.

1. View the list of libraries for the school. See page 23.
2. Click **Add Libraries**.
3. If necessary, choose a different school from the **School** drop-down list **A**.
4. Check the box next to each library you want to add for the school (if any are available) **B**.
5. Click **Add** **C**.

Library	Type	Edition	Revision	Version	Objective Count
Alg 1 Ext Resp	Extended Response	1	1	3	100
Alg 2 Ext Resp	Extended Response	1	1	2	100
Calculus Ext Resp	Extended Response	1	1	2	100
Pre-Alg Ext Resp	Extended Response	1	1	4	100
Pre-Calc Ext Rp	Extended Response	1	1	5	100

6. Click **Done** to go back to the Libraries page.

Removing Libraries for a School

Who Can Do This?

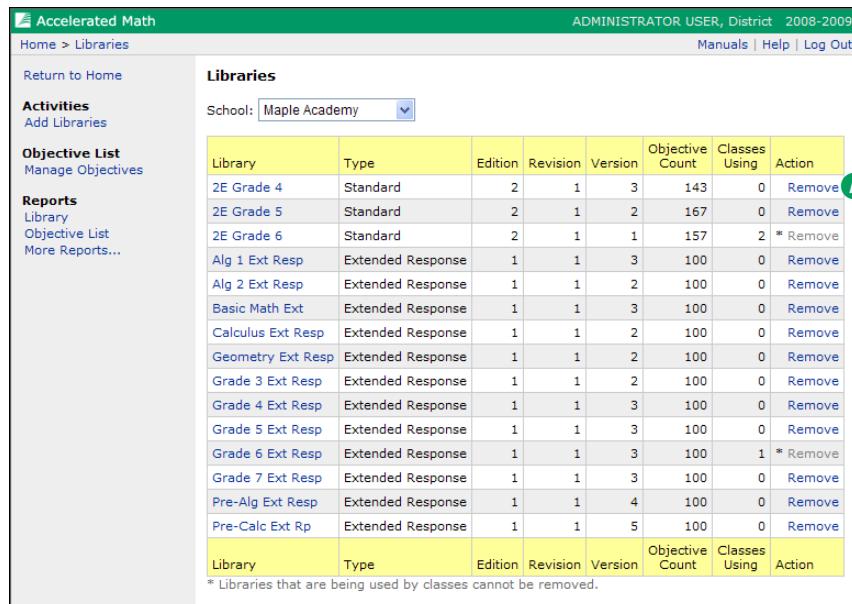
- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Normally, Accelerated Math automatically adds the libraries for each school as you install them. If you don't want a school to use some of the available libraries, you can remove those libraries by following the steps below.

Removing the library doesn't delete the library; it just removes it from the available list for the selected school. If you change your mind, you can add libraries again later; see page 25.

1. View the list of libraries for the school. See page 23.
2. Click **Remove** in the row for a library **A**. (You can't remove a library that a class is using. See the **Classes Using** column on the Libraries page.) The library will be removed for this school, but not other schools.



ADMINISTRATOR USER, District 2008-2009
Manuals | Help | Log Out

Home > Libraries

Return to Home

Activities
Add Libraries

Objective List
Manage Objectives

Reports
Library
Objective List
More Reports...

Libraries

School: Maple Academy

Library Type Edition Revision Version Objective Count Classes Using Action

2E Grade 4	Standard	2	1	3	143	0	Remove
2E Grade 5	Standard	2	1	2	167	0	Remove
2E Grade 6	Standard	2	1	1	157	2	* Remove
Alg 1 Ext Resp	Extended Response	1	1	3	100	0	Remove
Alg 2 Ext Resp	Extended Response	1	1	2	100	0	Remove
Basic Math Ext	Extended Response	1	1	3	100	0	Remove
Calculus Ext Resp	Extended Response	1	1	2	100	0	Remove
Geometry Ext Resp	Extended Response	1	1	2	100	0	Remove
Grade 3 Ext Resp	Extended Response	1	1	2	100	0	Remove
Grade 4 Ext Resp	Extended Response	1	1	3	100	0	Remove
Grade 5 Ext Resp	Extended Response	1	1	3	100	0	Remove
Grade 6 Ext Resp	Extended Response	1	1	3	100	1	* Remove
Grade 7 Ext Resp	Extended Response	1	1	3	100	0	Remove
Pre-Alg Ext Resp	Extended Response	1	1	4	100	0	Remove
Pre-Calc Ext Rp	Extended Response	1	1	5	100	0	Remove

* Libraries that are being used by classes cannot be removed.

OBJECTIVES

What Are Objectives?

Objectives are closely related problems that focus on a skill within a specific math topic. Accelerated Math groups problems into objectives. Teachers assign objectives to students, and students work to master these objectives (see page 51). On assignments, Accelerated Math chooses problems from the assigned objectives.

Objectives from standard libraries are used in class Assignment Books. Objectives from extended response libraries are used on the Extended Response page for your classes.

The next few sections describe how to create lists of objectives and how to select a list for your class. Before you create objective lists, you may want to review the *Scope and Sequence* or *Library Guide* for each library; see page 24.

What Are Objective Lists?



Share objective lists to avoid duplication.

Teachers who use the same objectives can use the same objective list in their classes.

Teachers, administrators, or other staff can set up objective lists that include the objectives they'd like their students to work on. You can also use the objective lists that were automatically created for each library when the libraries were installed; these lists include all objectives from the library in the default order.

You must choose a list to use in the Assignment Book or Extended Response page for each Accelerated Math class. You can use the same list for more than one class to save time or to ensure that your classes are working on the same material.

The person who creates an objective list is the owner of that list, but you can change the owner later; see page 49.

You can export objective lists (see page 37), and other teachers can import them for use in their classes (see page 35).

Shared Objective Lists Versus My Lists

When a school or district administrator creates an objective list, he or she can choose whether to share the list or leave it in the My Lists (private) category.

Shared Lists

Shared objective lists can be selected and used by others for their classes. When a district or program administrator creates a shared objective list, any teacher in any school can select and use that list. When a school administrator creates a list, any

teacher in that administrator's school can use the list. Teachers cannot share the lists they create.

Shared lists that were created by the district or program administrator can only be changed by that administrator. Shared lists that were created by a school administrator can be changed by that school administrator or the district administrator.

My Lists (Private Lists)

Any teacher or administrator can create a private objective list (My Lists). These objective lists cannot be selected or changed by other teachers, but they may be changed by the owner. District administrators can change anyone's private lists; school administrators can change private lists created within their school.

Creating Objective Lists

 **Do you need to create objective lists?** If you plan to use all objectives from just one library in the default order, you can simply use one of the lists that were automatically created.

You can create objective lists from the Libraries page, a class Assignment Book, or a class Extended Response page. If you create an objective list starting from a class Assignment Book, the list will be automatically selected for that class. If you create a list starting from the Libraries page, it will not be automatically selected for any class. (See page 38 to choose a list for a class.)

If another class already has an objective list that you would like to use, you can select that objective list (see page 38). If it is not available to you on this server, the other class can export it (see page 37) and you can import it (see page 35).

Creating an Objective List Starting from the Libraries Page

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Libraries** in the list of Accelerated Math tasks on the Home page.
2. Select your school from the **School** drop-down list if the drop-down list is available.
3. Click **Manage Objectives** on the left side of the page.
4. Click **Create New List** on the left side of the page.

5. Enter the information for the objective list.

Accelerated Math
Home > Libraries > Manage Objectives
Create New Objective List
Type in the objective list name, and choose the list type and permissions
School: Maple Academy

Objective List Details	
Objective List Name	A
List Type	B <input checked="" type="radio"/> Standard <input type="radio"/> Extended Response
Permissions	C <input type="radio"/> Shared <input checked="" type="radio"/> Private

Cancel Next >

Things to know about objective lists:
If you create a list, you are the owner of that list, and you can make changes to the list (including the owner); see page 49. Administrators can also change lists owned by others. If you share a list, it can be used by other teachers; for more information, see page 27.

Objectives will appear in the order in which they're added. For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 46.

- A Enter a list name that makes it easy for teachers to identify the list. It's a good idea to include the grade level or library name.
- B Standard lists have objectives for class Assignment Books. Extended response lists have more challenging objectives for use on the Extended Response page.
- C Sharing a list allows others to use the list; see page 27. Only administrators can share lists; teachers cannot. If a school administrator creates a shared list, any teacher in the administrator's school can use it. If a district administrator creates a shared list, anyone in any school can use it.

6. Click **Next >**.

7. Next, you need to choose the objectives that you want to include on the new list. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:

- To add objectives by library, see page 31.
- To add them by searching for objective names, see page 33.
- To add them by searching for state standard codes, see page 34.

Creating an Objective List Starting from the Assignment Book or Extended Response Page

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Assignment Book** or **Extended Response** in the list of Accelerated Math tasks on the Home page. (Choose the page where you will use this new list.)
2. Select your school and class from the drop-down lists if necessary. The list will be assigned to the class you choose.

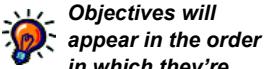
3. Do one of the following:
 - If you are in the Assignment Book and no objective list has been selected so far, choose **New objective list that I will create**; then, click **Select**.
 - If you are viewing the Extended Response page and no objective list has been selected so far, click **Add Objectives**. Then, click **Create New List** on the left side of the Manage Objectives page, or click **New objective list that I will create** in the green box and then click **Select**.
 - If you are changing objective lists in an Assignment Book or Extended Response page, click **Manage Objectives** on the left side of the page. Then, click **Create New List** on the Manage Objectives page.
4. Enter the information for the objective list.

A Enter a list name that makes it easy for teachers to identify the list. It's a good idea to include the grade level or library name.

B Sharing a list allows others to use the list; see page 27. Only administrators can share lists; teachers cannot. If a school administrator creates a shared list, any teacher in the administrator's school can use it. If a district administrator creates a shared list, anyone in any school can use it.

5. Click **Next >**.

 **Things to know about objective lists:**
If you create a list, you are the owner of that list. You can change the owner later; see page 49. The Permissions determine who can use a list; see page 27.



added. For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 46.

6. Next, you need to choose the objectives that you want to include on the new list. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:

- To add objectives by library, see the instructions below.
- To add them by searching for objective names, see page 33.
- To add them by searching for state standard codes, see page 34.

Adding Objectives by Library

If you choose to add objectives by library, you can click **Add All** in the row for a library **A** to add all the library's objectives to the list, or you can click **Add** to select individual objectives to add from a library.

On the Add/Remove Objectives page, the objectives that you add are listed on the right side of the page. To see sample problems from an objective, click $x^2=$ in the row for an objective **B**. If your subscription gives you access to worked examples, you may also see $x^2=4$ **C** next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

Click **Remove All** in the row for a library **D** if you accidentally added that library's objectives, or click **Remove** to select specific objectives to remove from your list. You can also click the **X** in the row for an objective **E** to remove that objective from the list.

Objective List: Grade 6 Personal List			
Objective	Library		
1. Determine the prime factorization of a number between 50 and 200	$x^2=$ X	2E	Grade 6
2. Determine the greatest common factor of three numbers to 100	$x^2=$ X	2E	Grade 6
3. Determine the least common multiple of three numbers	$x^2=$ X	2E	Grade 6
4. WP: Determine the least common multiple of two or more numbers	$x^2=$ X	2E	Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9	$x^2=$ B $x^2=$ X	2E	Grade 6
6. Find the product of three identical factors	$x^2=4$ $x^2=$ C $x^2=$ X	2E	Grade 6
7. Determine the square of a whole number to 15	$x^2=$ X	2E	Grade 6
8. Determine the cube of a whole number to 15	$x^2=$ X	2E	Grade 6

If you click **Add** or **Remove** in the row for a library, on the next page, check the box for each objective you want to add or remove and click **Add** or **Remove**.

Accelerated Math		ADMINISTRATOR USER, District 2008-2009	
Home > Libraries > Manage Objectives		Manuals Help Log Out	
<p>Add Objectives Select the objective(s) you want to add to the Objective List</p> <p>Library: 2E Grade 6 Objective List: Grade 6 Objectives</p> <p>F Objective</p> <p><input type="checkbox"/> 1. Determine the prime factorization of a number between 50 and 200 DMG6-001</p> <p><input type="checkbox"/> 2. Determine the greatest common factor of three numbers to 100 DMG6-002</p> <p><input type="checkbox"/> 3. Determine the least common multiple of three numbers DMG6-003</p> <p><input type="checkbox"/> 4. WP: Determine the least common multiple of two or more numbers DMG6-004</p> <p><input type="checkbox"/> 5. Apply divisibility rules for 3, 4, 6, and 9 DMG6-005</p> <p><input type="checkbox"/> 6. Find the product of three identical factors DMG6-006</p> <p><input type="checkbox"/> 7. Determine the square of a whole number to 15 DMG6-007</p> <p><input type="checkbox"/> 8. Determine the cube of a whole number to 15 DMG6-008</p> <p><input type="checkbox"/> 9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths DMG6-009</p> <p><input type="checkbox"/> 10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths DMG6-010</p> <p><input type="checkbox"/> 11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient DMG6-011</p> <p><input type="checkbox"/> 12. WP: Solve a multi-step problem involving whole numbers DMG6-012</p> <p><input type="checkbox"/> 13. Add fractions with unlike denominators and simplify the sum DMG6-013</p> <p><input type="checkbox"/> 14. Subtract fractions with unlike denominators and simplify the difference DMG6-014</p> <p><input type="checkbox"/> 15. Subtract a fraction from a whole number DMG6-015</p> <p><input type="checkbox"/> 16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference DMG6-016</p> <p><input type="checkbox"/> 17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum DMG6-017</p> <p><input type="checkbox"/> 18. Subtract a mixed number from a whole number DMG6-018</p> <p><input type="checkbox"/> 19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference DMG6-019</p> <p><input type="checkbox"/> 20. Add and subtract three unlike-denominator fractions, mixed numbers, or fractions and mixed numbers, and simplify the answer DMG6-020</p> <p><input type="checkbox"/> Objective</p> <p>(1-20 of 157) << Previous Next >></p> <p>Bolded objectives belong to one or more designated objective standards.</p> <p>G Objective Code</p> <p>H (1-20 of 157) << Previous Next >></p> <p>I Objective Code</p>			

Accelerated Math		ADMINISTRATOR USER, District 2008-2009	
Home > Libraries > Manage Objectives		Manuals Help Log Out	
<p>Remove Objective Select the objective(s) you want to remove from the objective list</p> <p>Library: 2E Grade 6 Objective List: Grade 6 Objectives</p> <p>F Objective</p> <p><input type="checkbox"/> 1. Determine the prime factorization of a number between 50 and 200 DMG6-001</p> <p><input type="checkbox"/> 2. Determine the greatest common factor of three numbers to 100 DMG6-002</p> <p><input type="checkbox"/> 3. Determine the least common multiple of three numbers DMG6-003</p> <p><input type="checkbox"/> 4. WP: Determine the least common multiple of two or more numbers DMG6-004</p> <p><input type="checkbox"/> 5. Apply divisibility rules for 3, 4, 6, and 9 DMG6-005</p> <p><input type="checkbox"/> 6. Find the product of three identical factors DMG6-006</p> <p><input type="checkbox"/> 7. Determine the square of a whole number to 15 DMG6-007</p> <p><input type="checkbox"/> 8. Determine the cube of a whole number to 15 DMG6-008</p> <p><input type="checkbox"/> 9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths DMG6-009</p> <p><input type="checkbox"/> 10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths DMG6-010</p> <p><input type="checkbox"/> 11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient DMG6-011</p> <p><input type="checkbox"/> 12. WP: Solve a multi-step problem involving whole numbers DMG6-012</p> <p><input type="checkbox"/> 13. Add fractions with unlike denominators and simplify the sum DMG6-013</p> <p><input type="checkbox"/> 14. Subtract fractions with unlike denominators and simplify the difference DMG6-014</p> <p><input type="checkbox"/> 15. Subtract a fraction from a whole number DMG6-015</p> <p><input type="checkbox"/> 16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference DMG6-016</p> <p><input type="checkbox"/> 17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum DMG6-017</p> <p><input type="checkbox"/> 18. Subtract a mixed number from a whole number DMG6-018</p> <p><input type="checkbox"/> 19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference DMG6-019</p> <p><input type="checkbox"/> 20. Add and subtract three unlike-denominator fractions, mixed numbers, or fractions and mixed numbers, and simplify the answer DMG6-020</p> <p><input type="checkbox"/> Objective</p> <p>(1-20 of 157) << Previous Next >></p> <p>Bolded objectives belong to one or more designated objective standards.</p> <p>G Objective Code</p> <p>H (1-20 of 157) << Previous Next >></p> <p>I Objective Code</p>			

F Check these boxes to choose the objectives you want to add or remove. (To select all objectives listed on this page, check the box next to **Objective** at the top of the column.)

G You won't see all available objectives at once, but you can click **Next >>** and **<< Previous** to see more of the objectives that are available for the library.

H The scroll bar is another way to move through the list of available objectives in this library. Click the vertical bar and drag it to go to another part of the list.

I Click **Add** or **Remove** when you've finished choosing the individual objectives.

Click **Done** on the Add/Remove Objectives page to finish creating the list and adding its objectives.

Adding Objectives by Searching by Objective Name

Enter part or all of the objective name (or key terms) **A** and click **Search** **B**. The search results will show the matching objectives that aren't in your list **C** and those that are **D**. The results identify the library that each objective is from. Check the box next to objectives that you want to add in the first list **E**; then, click **Add** **F**.

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Home > Libraries > Manage Objectives

Add/Remove Objectives

Add or remove objectives from the objective list

Search for Objectives

Objective Name: weight **A**

Searching 3 of 3 Libraries Advanced Search **G**

Search results for 'weight':

C Objectives in Libraries

Objective	Objective Code	Library
96. Convert between customary units of weight using whole numbers	DMG4-096	2E Grade 4
115. Convert between customary units of weight using fractional amounts	DMG5-115	2E Grade 5
E 119. WP: Compare customary units of length, weight, or capacity using fractional amounts	DMG5-119	2E Grade 5

F Add Done

D Objectives currently in Objective List

Objective	Objective Code	Library
110. WP: Add or subtract customary measures of weight requiring unit conversion	DMG6-110	2E Grade 6
114. WP: Multiply or divide customary measures of weight requiring unit conversion	DMG6-114	2E Grade 6

G Objective List: Grade 6 Personal List

Objective	Library
1. Determine the prime factorization of a number between 50 and 200	2E Grade 6
2. Determine the greatest common factor of three numbers to 100	2E Grade 6
3. Determine the least common multiple of three numbers	2E Grade 6
4. WP: Determine the least common multiple of two or more numbers	2E Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9	2E Grade 6
6. Find the product of three identical factors H	2E Grade 6
7. Determine the square of a whole number to 15	2E Grade 6
8. Determine the cube of a whole number to 15	2E Grade 6
9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient	2E Grade 6
12. WP: Solve a multi-step problem involving whole numbers	2E Grade 6
13. Add fractions with unlike denominators and simplify the sum	2E Grade 6
14. Subtract fractions with unlike denominators and simplify the difference	2E Grade 6
15. Subtract a fraction from a whole number	2E Grade 6
16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference	2E Grade 6
17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum	2E Grade 6
18. Subtract a mixed number from a whole number I	2E Grade 6

If you prefer to limit the search to certain libraries, click **Advanced Search** first **G**; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions **H**. Click $\text{X} =$ to see sample problems. If your subscription gives you access to worked examples, you may also see $\text{X} = 4$ next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

If you want to remove an objective you've added, click the X **I** next to the objective in the list to the right.

When you've finished adding objectives, click **Done** on the Add/Remove Objectives page to finish creating the list.

 To remove objectives in the search results that are already in your list, check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click **Remove**.

Adding Objectives by Searching by State Standard Code

Enter the standard tag code **A** and click **Search** **B**. The search results will show the matching objectives that aren't in your list **C** and those that are **D**. The results identify the library that each objective is from. Check the box next to objectives that you want to add in the first list **E**; then, click **Add** **F**.

To remove objectives in the search results that are already in your list, check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click Remove.

Accelerated Math ADMINISTRATOR USER, District 2008-2009
Manuals | Help | Log Out

Add/Remove Objectives
Add or remove objectives from the objective list

Search for Objectives
State Standard Code **CA NS.1.1 A**
Searching 3 of 3 Libraries **Advanced Search**
Search B **G**

Search results for 'CA NS.1.1':

Objectives in Libraries C

Objective	Objective Code	Library
CA NS.1.1 : Read and write whole numbers in the millions.		
1. Read a 6-digit whole number	DMG4-001	2E Grade 4
2. Determine the word form of a 6-digit whole number	DMG4-002	2E Grade 4
26. Know the effects of rounding	DMG5-026	2E Grade 5
E 82. Round a decimal number to a specified decimal place to thousandths	DMG5-082	2E Grade 5

Bolded objectives belong to one or more designated objective standards.

Add Done

Objectives currently in Objective List D

Objective	Objective Code	Library
CA NS.1.1 : Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line.		
76. Compare numbers in decimal and fractional forms	DMG6-076	2E Grade 6
77. Order numbers in decimal and fractional forms	DMG6-077	2E Grade 6

Bolded objectives belong to one or more designated objective standards.

Remove Done

Objective List: Grade 6 Personal List

Objective	Library
1. Determine the prime factorization of a number between 50 and 200	2E Grade 6
2. Determine the greatest common factor of three numbers to 100	2E Grade 6
3. Determine the least common multiple of three numbers	2E Grade 6
4. WP: Determine the least common multiple of two or more numbers	2E Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9	2E Grade 6
6. Find the product of three identical factors	2E Grade 6
7. Determine the square of a whole number to 15	2E Grade 6
8. Determine the cube of a whole number to 15	2E Grade 6
9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient	2E Grade 6
12. WP: Solve a multi-step problem involving whole numbers	2E Grade 6
13. Add fractions with unlike denominators and simplify the sum	2E Grade 6
14. Subtract fractions with unlike denominators and simplify the difference	2E Grade 6
15. Subtract a fraction from a whole number	2E Grade 6
16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference	2E Grade 6
17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum	2E Grade 6
18. Subtract a mixed number from a whole number	2E Grade 6
19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference	2E Grade 6

H **I**

If you prefer to limit the search to certain libraries, click **Advanced Search** first **G**; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions **H**. Click $\frac{x^2}{x^2-4}$ to see sample problems. If your subscription gives you access to worked examples, you may also see $\frac{x^2-4}{x^2}$ next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

If you want to remove an objective you've added, click the **X** **I** next to the objective in the list to the right.

When you've finished adding objectives, click **Done** on the Add/Remove Objectives page to finish creating the list.

Importing Objective Lists

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

By following these steps, you can import objective lists that have been exported from Accelerated Math. This is useful when you want to use an objective list from another school or district. **Make sure that you have the libraries that were used to create the list** so no objectives are removed when you import it.

Accelerated Math makes the user who imports a list the owner of that list; if you want to change the owner, edit the list information by following the steps on page 49.

1. Click **Libraries, Assignment Book, or Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

3. Click **Manage Objectives** on the left side of the page.
4. Click **Import Objective List**.
5. Click **Browse** or **Choose File** on the next page.
6. In the dialog box that opens, find and select the objective list export file. (The file name will end with .xmldata.) Then, click **Open** or **Choose**.
7. Click **Next >**.
8. Check the objective list details to make sure this is the list you want to import **A**. Then, choose whether you want to share the list with other teachers **B**. (For more information about shared lists, see page 27.)

If you chose the Assignment Book in step 1, you can assign the list you're importing to the class you selected in the Assignment Book by checking the box **C**.

Click **Import** to continue.

Objective List Import Options	
Objective List Details	List Name: Pre-Algebra Objectives Description: Objective List Type: Standard A Number of Objectives in List: 188
Import Options	Permissions: <input checked="" type="radio"/> Shared Lists: B <input type="radio"/> My Lists: <input type="checkbox"/> Assign this list to your current class C
<input type="button" value="Back"/> <input type="button" value="Import"/>	

9. Click **Done** when the program tells you the list has been imported.

 **If the name of the imported list matches one that's already in your database, the program will rename the list and show you the new name when it confirms the list has been imported.**

Viewing an Objective List

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Follow these steps to view the objectives in a list.

1. Click **Libraries**, **Assignment Book**, or **Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

3. Click **Manage Objectives** on the left side of the page.
4. If the page asks you to choose an objective list, select it from the drop-down list **A**. (If you came from the Assignment Book or Extended Response page, you are viewing the list that is used by the class you chose on that page.) Scroll down the page to see more of the list.

A If you came from the Libraries page, choose the objective list you want to see.

B Click this arrow to see the standards related to each objective.

C Click the magnifying glass to search for specific objectives. Then, enter key terms in the window that appears and click **Search**. The objectives that matched your search will be listed. To see all the

objectives again, click **Show All** under "Library."

D Click this icon to see sample problems from the objective.

E If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Exporting Objective Lists

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

By following the steps below, you can export an objective list so that another school or district can import it. Keep in mind that others who may want to use the list should be using the same libraries that you are using so that when the list is imported, no objectives will be removed.

1. Click **Libraries**, **Assignment Book**, or **Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.
3. Click **Manage Objectives** on the left side of the page.
4. Click **Export Objective List**.
5. Choose the list that you want to export from the first drop-down menu **A**. If you want to see the objectives in that list, click **View**. While viewing the list, you will have the options described below.

School: Maple Academy
Class: Grade 3 Math, G3M, Rossetti, 2007-2008

- B** You won't see all the available objectives at once, but you can click **Next >>** and **<< Previous** to see more of the objectives that are available for the library.
- C** You can also move the bar to go to another section of the objective list.
- D** Click this arrow to show the standards related to each objective. The standards will appear below the description of each objective in the list.
- E** To search for specific objectives, click the magnifying glass, enter key terms, and click

- Search.** Only the objectives that match your search will be listed. To see the full list again, click **Show All** under "Library."
- F** Click this icon to see sample problems from an objective.
- G** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

6. Enter the name that you want to give the exported list **H**. (It doesn't need to match the original name.)
7. Enter a description **I** if it will be helpful to the person importing the list. The description will only be available during import; it won't be visible elsewhere in Accelerated Math.
8. Click **Export**.
9. When the program finishes exporting the list, click **Download J**. Save the list to the location you prefer, and note the file name and location.



Choosing an Objective List for a Class

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Follow these steps to choose a list for a class.

1. Click **Libraries**, **Assignment Book**, or **Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

3. Do one of the following:

- If you are in the Assignment Book and no objective list has been selected so far, you can choose **An existing objective list**, or if a suggested list is shown **A**, you can choose the suggested objective list. Click **Select** after choosing an option. If you chose a suggested list, you have finished choosing the list for your class. If you clicked **An existing objective list**, go on to step 4.
- If you are viewing the Extended Response page and no objective list has been selected so far, click **Add Objectives**. Then, click **Select/Copy Existing List** on the left side of the Manage Objectives page, or click **An existing objective list** in the green box and click **Select**.
- If you are on the Libraries page, or if you are changing objective lists in an Assignment Book or Extended Response page, click **Manage Objectives** on the left side of the page. Then, click **Select/Copy Existing List** or **Assign/Copy Existing List**. (The link name depends on the page you came from.) The page that you will see next has the same name as the link you clicked.

You must assign the class an Objective List before printing assignments.

Which list will you use?

2E Grade 6 v2.1 Objective List (Default) **A**

An existing objective list

New objective list that I will create

Select

4. If the page asks you to choose a list type, click **Standard** or **Extended Response** **B**. Standard lists have objectives for the Assignment Book. Extended Response lists have more challenging objectives used on the Extended Response page.
5. Click the type of list you want to choose **C**:
 - **Library lists** are automatically created when the libraries are installed for your school. They include all objectives from the library in the default order. You can use these lists, but you can't change the objective order or the objectives included.
 - **Shared lists** are created by district or school administrators and shared with teachers in the school or district. If you aren't the list owner or an administrator, you can't change the list, but you can use it for your class. For more information about shared lists, see page 27.
 - **My lists** are lists that you have created and chosen not to share with others. (If you are a teacher, all lists that you create fall into this category.) You can use these objective lists for your classes and make changes to them as needed.
6. After clicking the type of list you want, use the drop-down list behind that option to choose the list that you want to select for the class.
7. If the page lets you choose a class, click **Class** **D**; then, click the drop-down list and choose the class. (If you came from the Assignment Book or Extended Response page, you chose the class on that page.)
8. Click one of the List Options **E** to decide whether to use the list as is or to create and use a new copy. (For more about copying lists, see page 40.) If you decide to make a copy, enter a new list name and choose whether to share the list (see page 27).

 **Should I use the selected list without changes or make a copy?** Do you want this class to work on the same objectives as the other classes that are using this objective list? If so, choose to use the selected list without changes. If you want to make changes to the list, but you don't want the changes to affect the other classes (or you don't have permission to change the original list), make a copy of the list.

 Accelerated Math Home > Assignment Book > Manage Objectives Select/Copy Objective List School: Maple Academy <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; padding: 5px;">C</td> <td style="padding: 5px;"><input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/></td> </tr> <tr> <td style="width: 15%; text-align: center; padding: 5px;">D</td> <td style="padding: 5px;"><input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/></td> </tr> <tr> <td style="width: 15%; text-align: center; padding: 5px;">E</td> <td style="padding: 5px;"><input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/></td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;">List Selection</td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;">List Options</td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> <input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list  </td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"> <input type="button" value="Cancel"/> <input type="button" value="Save"/> </td> </tr> </table>	C	<input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/>	D	<input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/>	E	<input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/>	List Selection		List Options		<input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list 		New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No		<input type="button" value="Cancel"/> <input type="button" value="Save"/>		 Accelerated Math Home > Libraries > Manage Objectives Assign/Copy Objective List School: Maple Academy <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center; padding: 5px;">B</td> <td style="padding: 5px;"><input type="radio"/> Standard <input type="radio"/> Extended Response</td> </tr> <tr> <td style="width: 15%; text-align: center; padding: 5px;">C</td> <td style="padding: 5px;"><input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/></td> </tr> <tr> <td style="width: 15%; text-align: center; padding: 5px;">D</td> <td style="padding: 5px;"><input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/></td> </tr> <tr> <td style="width: 15%; text-align: center; padding: 5px;">E</td> <td style="padding: 5px;"><input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/></td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;">List Type</td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;">List Selection</td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> <input type="radio"/> Do not assign to a class at this time <input checked="" type="radio"/> Class: Grade 6 Math, G6M, Rossetti, 2008-2009 </td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> Class </td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> List Options </td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> <input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list  </td> </tr> <tr> <td colspan="2" style="text-align: left; padding: 5px;"> New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No </td> </tr> <tr> <td colspan="2" style="text-align: center; padding: 5px;"> <input type="button" value="Cancel"/> <input type="button" value="Save"/> </td> </tr> </table>	B	<input type="radio"/> Standard <input type="radio"/> Extended Response	C	<input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/>	D	<input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/>	E	<input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/>	List Type		List Selection		<input type="radio"/> Do not assign to a class at this time <input checked="" type="radio"/> Class: Grade 6 Math, G6M, Rossetti, 2008-2009		Class		List Options		<input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list 		New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No		<input type="button" value="Cancel"/> <input type="button" value="Save"/>	
C	<input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/>																																								
D	<input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/>																																								
E	<input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/>																																								
List Selection																																									
List Options																																									
<input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list 																																									
New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No																																									
<input type="button" value="Cancel"/> <input type="button" value="Save"/>																																									
B	<input type="radio"/> Standard <input type="radio"/> Extended Response																																								
C	<input type="radio"/> Library Lists: 2E Grade 6 v2.1 <input type="button" value="View"/>																																								
D	<input type="radio"/> Shared Lists: Grade 6 Objectives <input type="button" value="View"/>																																								
E	<input checked="" type="radio"/> My Lists: Pre-Algebra Objectives <input type="button" value="View"/>																																								
List Type																																									
List Selection																																									
<input type="radio"/> Do not assign to a class at this time <input checked="" type="radio"/> Class: Grade 6 Math, G6M, Rossetti, 2008-2009																																									
Class																																									
List Options																																									
<input type="radio"/> Use selected list without changes  <input type="radio"/> Make a copy of the list 																																									
New objective list name: <input type="text"/> Share <input type="radio"/> Yes <input checked="" type="radio"/> No																																									
<input type="button" value="Cancel"/> <input type="button" value="Save"/>																																									

9. Click **Save** to finish choosing the list with the options you chose.

Copying an Objective List

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



List types: Standard lists have objectives for the Assignment Book. Extended Response lists have more challenging objectives that are used on the Extended Response page.

To save time, you can copy another list that is similar to one you'd like to create. For example, you can choose to copy one of the objective lists that were created for a library if you want to add or remove objectives or put them in a different order.

If your list will be exactly the same as the original list, consider choosing that list for your class instead; see page 38.

1. Click **Libraries** in the list of Accelerated Math tasks on the Home page. (Although you can also choose the Assignment Book or Extended Response page, it's best to start from the Libraries page to avoid selecting the copied list for the class you're working with.)
2. Select your school from the drop-down list if necessary. School:
3. Click **Manage Objectives** on the left side of the page.
4. Click **Assign/Copy Existing List**.
5. Click a list type (**Standard** or **Extended Response** **A**).
6. Click the type of list to copy **B**:
 - **Library lists** are automatically created when the libraries are installed for your school. They include all objectives from the library in the default order. You can use these lists, but you can't change the objective order or the objectives included.
 - **Shared lists** are created by district or school administrators and shared with teachers in the school or district. If you aren't the list owner or an administrator, you cannot change the list, but you can use it for your class. For more information about shared lists, see page 27.
 - **My lists** are lists that you have created and chosen not to share with others. (If you are a teacher, all lists that you create fall into this category.) You can use these objective lists for your classes and make changes to them as needed.
7. After clicking a list type, use the drop-down list next to that option to choose the list you want to copy.
8. If you want to assign the copy of the list to a class, click **Class** **C**; then, click the drop-down list and choose the class.
9. Click **Make a copy of the list** **D**. **Remember:** When you make a copy, any changes that you make to this objective list won't affect classes that are using the original list.
10. Enter a new list name and choose whether to share the list **E**. (For more about shared lists, see page 27.)
11. Click **Save** to finish copying the list with the options you chose.

Adding Objectives to a List or Removing Them from a List

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

After an objective list has been created, you may decide to add more objectives or to remove objectives that you don't want to use for your classes. *If you are using one of the objective lists that was created automatically for each library, you cannot add or remove objectives; however, you can make a copy of the list (see page 40) and add or remove objectives in the new copy of the list.*

Follow these steps to add objectives to a list or remove them from a list:

1. Click **Libraries, Assignment Book, or Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

3. Click **Manage Objectives** on the left side of the page.
4. If the page asks you to choose an objective list, select it from the drop-down list. (If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class you chose on that page.)
5. Click **Add/Remove**. (If the link is not available, you are not the list owner or an administrator, or you've chosen one of the lists that was generated automatically for each library.)
6. Next, you need to choose the objectives that you want to add or remove. To start, click the drop-down list and choose whether to add objectives by library, by searching for objective names, or by searching for standard codes. Then, follow the instructions for the approach you chose:
 - To add objectives by library, see page 42.
 - To add them by searching for objective names, see page 44.
 - To add them by searching for state standard codes, see page 45.



Objectives will appear in the order in which they're added. For example, if you add all Grade 2 objectives and then add a few Grade 1 objectives, the Grade 2 objectives will appear first. To change the order, see page 46.



Adding or Removing Objectives by Library

If you choose to add objectives by library, you can click **Add All** in the row for a library **A** to add all the library's objectives to the list, or you can click **Add** to select individual objectives to add from a library.

On the Add/Remove Objectives page, the objectives that you add are listed on the right side of the page. To see sample problems from an objective, click $x^2=$ in the row for an objective **B**. If your subscription gives you access to worked examples, you may see $x^2=4$ **C** next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

Click **Remove All** in the row for a library **D** if you accidentally added that library's objectives, or click **Remove** to select specific objectives to remove from your list. You can also click the **X** in the row for an objective **E** to remove that objective from the list.

Accelerated Math

ADMINISTRATOR USER, District 2008-2009
Manuals | Help | Log Out

Home > Libraries > Manage Objectives

Add/Remove Objectives
Add or remove objectives from the objective list

Search for Objectives
By Library

Library	Objectives in List	A	Actions
2E Grade 4	0 of 143	Add All Add	Remove All Remove
2E Grade 5	0 of 167	Add All Add	Remove All Remove
2E Grade 6	157 of 157	Add All Add	Remove All Remove

Objective List: Grade 6 Personal List

Objective	Library
1. Determine the prime factorization of a number between 50 and 200 $x^2=$ X	2E Grade 6
2. Determine the greatest common factor of three numbers to 100 $x^2=$ X	2E Grade 6
3. Determine the least common multiple of three numbers $x^2=$ X	2E Grade 6
4. WP: Determine the least common multiple of two or more numbers $x^2=$ X	2E Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9 B $x^2=$ X	2E Grade 6
6. Find the product of three identical factors C $x^2=$ X	2E Grade 6
7. Determine the square of a whole number to 15 $x^2=$ X	2E Grade 6
8. Determine the cube of a whole number to 15 $x^2=$ X	2E Grade 6

Done

OBJECTIVES

Adding Objectives to a List or Removing Them from a List

If you click **Add** or **Remove** in the row for a library, on the next page, check the box for each objective you want to add or remove and click **Add** or **Remove**.

Accelerated Math ADMINISTRATOR USER, District 2008-2009

Home > Libraries > Manage Objectives Manuals | Help | Log Out

Add Objectives
Select the objective(s) you want to add to the Objective List

Library: 2E Grade 6
Objective List: Grade 6 Objectives

E Objective

(1-20 of 157) << Previous Next >>

Objective	Objective Code
<input type="checkbox"/> 1. Determine the prime factorization of a number between 50 and 200	DMG6-001
<input type="checkbox"/> 2. Determine the greatest common factor of three numbers to 100	DMG6-002
<input type="checkbox"/> 3. Determine the least common multiple of three numbers	DMG6-003
<input type="checkbox"/> 4. WP: Determine the least common multiple of two or more numbers	DMG6-004
<input type="checkbox"/> 5. Apply divisibility rules for 3, 4, 6, and 9	DMG6-005
<input type="checkbox"/> 6. Find the product of three identical factors	DMG6-006
<input type="checkbox"/> 7. Determine the square of a whole number to 15	DMG6-007
<input type="checkbox"/> 8. Determine the cube of a whole number to 15	DMG6-008
<input type="checkbox"/> 9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	DMG6-009
<input type="checkbox"/> 10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	DMG6-010
<input type="checkbox"/> 11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient	DMG6-011
<input type="checkbox"/> 12. WP: Solve a multi-step problem involving whole numbers	DMG6-012
<input type="checkbox"/> 13. Add fractions with unlike denominators and simplify the sum	DMG6-013
<input type="checkbox"/> 14. Subtract fractions with unlike denominators and simplify the difference	DMG6-014
<input type="checkbox"/> 15. Subtract a fraction from a whole number	DMG6-015
<input type="checkbox"/> 16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference	DMG6-016
<input type="checkbox"/> 17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum	DMG6-017
<input type="checkbox"/> 18. Subtract a mixed number from a whole number	DMG6-018
<input type="checkbox"/> 19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference	DMG6-019
<input type="checkbox"/> 20. Add and subtract three unlike-denominator fractions, mixed numbers, or fractions and mixed numbers, and simplify the answer	DMG6-020
<input type="checkbox"/> Objective	Objective Code

(1-20 of 157) << Previous Next >>

Bolded objectives belong to one or more designated objective standards.

G Objective

H

Cancel **Add**

Accelerated Math ADMINISTRATOR USER, District 2008-2009

Home > Libraries > Manage Objectives Manuals | Help | Log Out

Remove Objective
Select the objective(s) you want to remove from the objective list

Library: 2E Grade 6
Objective List: Grade 6 Objectives

E Objective

(1-20 of 157) << Previous Next >>

Objective	Objective Code
<input type="checkbox"/> 1. Determine the prime factorization of a number between 50 and 200	DMG6-001
<input type="checkbox"/> 2. Determine the greatest common factor of three numbers to 100	DMG6-002
<input type="checkbox"/> 3. Determine the least common multiple of three numbers	DMG6-003
<input type="checkbox"/> 4. WP: Determine the least common multiple of two or more numbers	DMG6-004
<input type="checkbox"/> 5. Apply divisibility rules for 3, 4, 6, and 9	DMG6-005
<input type="checkbox"/> 6. Find the product of three identical factors	DMG6-006
<input type="checkbox"/> 7. Determine the square of a whole number to 15	DMG6-007
<input type="checkbox"/> 8. Determine the cube of a whole number to 15	DMG6-008
<input type="checkbox"/> 9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	DMG6-009
<input type="checkbox"/> 10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	DMG6-010
<input type="checkbox"/> 11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient	DMG6-011
<input type="checkbox"/> 12. WP: Solve a multi-step problem involving whole numbers	DMG6-012
<input type="checkbox"/> 13. Add fractions with unlike denominators and simplify the sum	DMG6-013
<input type="checkbox"/> 14. Subtract fractions with unlike denominators and simplify the difference	DMG6-014
<input type="checkbox"/> 15. Subtract a fraction from a whole number	DMG6-015
<input type="checkbox"/> 16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference	DMG6-016
<input type="checkbox"/> 17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum	DMG6-017
<input type="checkbox"/> 18. Subtract a mixed number from a whole number	DMG6-018
<input type="checkbox"/> 19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference	DMG6-019
<input type="checkbox"/> 20. Add and subtract three unlike-denominator fractions, mixed numbers, or fractions and mixed numbers, and simplify the answer	DMG6-020
<input type="checkbox"/> Objective	Objective Code

(1-20 of 157) << Previous Next >>

Bolded objectives belong to one or more designated objective standards.

G The scroll bar is another way to move through the list of available objectives in this library. Click the vertical bar and drag it to go to another part of the list.

H Click **Add** or **Remove** when you've finished choosing the individual objectives.

Cancel **Remove**

Click **Done** on the Add/Remove Objectives page to finish adding or removing objectives.

Adding or Removing Objectives by Searching by Objective Name

Enter part or all of the objective name (or key terms) **A** and click **Search** **B**. The search results will show the matching objectives that aren't in your list **C** and those that are **D**. The results identify the library that each objective is from. Check the box next to each objective that you want to add in the first list **E**; then click **Add** **F**.

 **To remove objectives in the search results that are already in your list, check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click Remove.**

If you prefer to limit the search to certain libraries, click **Advanced Search** first **G**; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions **H**. Click $\frac{x^2}{x^2}$ to see sample problems. If your subscription gives you access to worked examples, you may also see $\frac{x^2}{x^2} = 4$ next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

If you want to remove an objective you've added, click the **X** **I** next to the objective in the list to the right.

When you've finished adding objectives, click **Done** on the Add/Remove Objectives page.

Adding or Removing Objectives by Searching by State Standard Code

Enter the standard tag code **A** and click **Search** **B**. The search results will show the matching objectives that aren't in your list **C** and those that are **D**. The results identify the library that each objective is from. Check the box next to each objective that you want to add in the first list **E**; then, click **Add** **F**.

Objective	Library
1. Determine the prime factorization of a number between 50 and 200	2E Grade 6
2. Determine the greatest common factor of three numbers to 100	2E Grade 6
3. Determine the least common multiple of three numbers	2E Grade 6
4. WP: Determine the least common multiple of two or more numbers	2E Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9	2E Grade 6
6. Find the product of three identical factors	2E Grade 6
7. Determine the square of a whole number	2E Grade 6
8. Determine the cube of a whole number to 15	2E Grade 6
9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	2E Grade 6
11. WP: Divide a whole number by a 1- or 2-digit whole number resulting in a decimal quotient	2E Grade 6
12. WP: Solve a multi-step problem involving whole numbers	2E Grade 6
13. Add fractions with unlike denominators and simplify the sum	2E Grade 6
14. Subtract fractions with unlike denominators and simplify the difference	2E Grade 6
15. Subtract a fraction from a whole number	2E Grade 6
16. WP: Add or subtract fractions with unlike denominators and simplify the sum or difference	2E Grade 6
17. Add mixed numbers with unlike denominators or a mixed number and a fraction with unlike denominators and simplify the sum	2E Grade 6
18. Subtract a mixed number from a whole number	2E Grade 6
19. Subtract mixed numbers with unlike denominators or a mixed number and a fraction and simplify the difference	2E Grade 6

 **To remove objectives in the search results that are already in your list, check the box next to each of these objectives in the second list of search results (Objectives currently in Objective List); then, click Remove.**

If you prefer to limit the search to certain libraries, click **Advanced Search** first **G**; then, check the box next to each library you want to search in and click **Select**. Below the drop-down list in the Search for Objectives box, you'll see the libraries that will be included in your next search.

In the search results and the list of objectives to the right, note the icons next to the objective descriptions **H**. Click  to see sample problems. If your subscription gives you access to worked examples, you may also see  next to some objectives; click this icon to see the steps required to solve a sample problem and the answer.

If you want to remove an objective you've added, click the **X**  next to the objective in the list to the right.

When you've finished, click **Done** on the Add/Remove Objectives page.

Changing the Order of Objectives in a List

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



If the **Reorder** link isn't available, you aren't the list owner or an administrator, or you have chosen one of the objective lists that was automatically generated for each library. (You can't change those lists.) For more about shared objective lists, see page 27.

Follow the steps below to change the order of objectives in a list. Keep in mind that the change will affect every class that is using the list! *If you are using one of the objective lists that was created automatically for each library, you cannot change the order of objectives; however, you can make a copy of the list (see page 40) and change the order of objectives in the new copy of the list.*

1. Click **Libraries, Assignment Book, or Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

3. Click **Manage Objectives** on the left side of the page.
4. If you came from the Libraries page, choose the objective list that you want to change from the drop-down list. (If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class you chose on that page.)
5. Click **Reorder** on the left side of the page.
6. Click the link that shows how you want to change the objective order:
 - **Reorder by Library:** Choose this if you want to keep the objectives from each library together. You will choose the objective order by library name. On the next page, enter the order number for each library; then, click **Save**.

New Order	Original Order	Library	Objectives in List
1	1	2E Grade 5	157
2	2	2E Grade 5	1

OBJECTIVES

Changing the Order of Objectives in a List

- **Reorder by Objective:** Choose this if you want to move individual objectives. On the next page, check the box for the objective you want to move. Then, click one of the buttons:

Move Up **A** moves the objective up the number of positions you entered next to the button.

Move Down **B** moves the objectives down the number of positions you specify.

Move To **C** moves the objective to the exact position you have entered.

To find out more about the objectives, you can click  **D** to see sample problems. If your subscription gives you access to worked examples, you may also see  **E** next to some objectives; click this icon to see the steps required to solve a sample problem and the answer to the problem.

You can select and move one objective, or you can select and move multiple objectives together. When you've finished, click **Save**.

Accelerated Math

Home > Libraries > Manage Objectives

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Reorder Objectives by Objective
Select one or more objective(s) and enter a number in the text box to reorder

Objective List: Grade 6 Objectives

New Order	Original Order	Objective	Library	Objective Code
<input type="checkbox"/> 1	1	Determine the prime factorization of a number between 50 and 200		2E Grade 6 DMG6-001
<input type="checkbox"/> 2	2	Determine the greatest common factor of three numbers to 100		2E Grade 6 DMG6-002
<input type="checkbox"/> 3	3	Determine the least common multiple of three numbers		2E Grade 6 DMG6-003
<input type="checkbox"/> 4	4	WP: Determine the least common multiple of two or more numbers		2E Grade 6 DMG6-004
<input type="checkbox"/> 5	5	Apply divisibility rules for 3, 4, 6, and 9		2E Grade 6 DMG6-005
<input type="checkbox"/> 6	6	Find the product of three identical factors		2E Grade 6 DMG6-006
<input type="checkbox"/> 7	7	Determine the square of a whole number to 15		2E Grade 6 DMG6-007
<input type="checkbox"/> 8	8	Determine the cube of a whole number to 15		2E Grade 6 DMG6-008
<input type="checkbox"/> 9	9	Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths		2E Grade 6 DMG6-009
<input type="checkbox"/> 10	10	Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths		2E Grade 6 DMG6-010

Move Up: **A**

Move Down: **B**

Move To: **C**
(Enter new order number)

Cancel **Save**



The Library Guide or Scope and Sequence shows the **original objective order for each library**. To print these documents for a library, see page 24.

- **Restore Default Order:** Choose this if you want to put the objectives back in the order that you'll find in the library itself. If you have objectives from more than one library, Accelerated Math will group each library's objectives together and put them in grade level order. For example, grade 2 objectives would come before grade 3 objectives. After you choose this option, click **OK** to confirm that you want to restore the default order.

Marking Objectives Related to Specific Standards

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.

“Marking” objectives means making them appear in boldface in your Assignment Book pages. Accelerated Math automatically marks the objectives that are related to your state standards. By following these steps, you can change which objectives are marked in a specific objective list.

1. Click **Libraries**, **Assignment Book**, or **Extended Response** in the list of Accelerated Math tasks on the Home page.
2. Select your school and class from the drop-down lists if necessary.

School:	<input type="text" value="Maple Academy"/>
Class:	<input type="text" value="Grade 3 Math, G3M, Rossetti, 2007-2008"/>

3. Click **Manage Objectives** on the left side of the page.
4. If you came from the Libraries page, choose the objective list that you want to change from the drop-down list. (If you came from the Assignment Book or Extended Response page, you are changing the list that is used by the class you chose on that page.)
5. Click **Objective Standards** on the left side of the page. (If the link is not available, you don't have permission to change this list. For more information, see “Shared Objective Lists Versus My Lists” on page 27.)
6. Check the box next to each standard for which you want to mark objectives.

The screenshot shows a software interface for 'Accelerated Math'. At the top, it says 'Home > Libraries > Manage Objectives'. Below that, a section titled 'Objective Standards' with the sub-instruction 'Click the objective standard(s) that you want marked in your Assignment Book' is shown. Under 'Objective List: Grade 6 Objectives', there is a table with two rows. The first row is a header with 'Agency' and 'Standard' columns. The second row contains two entries: 'California' (checked) and 'NCTM'. The 'California' entry is described as 'California, Math, 1997, Grade Six, Content Standards, State Department of Education'. The 'NCTM' entry is described as 'NCTM, Math, 2000, Grades 6-8, NCTM Principles and Standards for School Mathematics, produced by the NCTM'. At the bottom of the table are 'Cancel' and 'Done' buttons.

7. Click **Done**. Accelerated Math will identify the objectives related to the standards that are checked, and those standards will appear in boldface.

Editing Objective List Information

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

When you edit objective list information, you can change the name, the owner, and whether the list is shared.

1. Click **Libraries** in the list of Accelerated Math tasks on the Home page.
2. Select your school from the drop-down list if necessary.
3. Click **Manage Objectives** on the left side of the page.
4. Click **View/Edit Lists** on the left side of the page.
5. Click **Edit** (A) in the row for the list you want to change. This link is not available in the following situations:
 - for standard library lists (marked with the ° symbol after the View link (B))
 - for teachers, the link is not available for shared lists owned by administrators
 - for school administrators, the link is not available for shared lists owned by the district administrator

School:

Objective List	Owner	Shared	Objective Count	Type	Classes Using	Actions
2E Grade 1 v2.1	USER, ADMINISTRATOR	Yes	99	Standard		Edit Delete View ° (B)
2E Grade 2 v2.1	USER, ADMINISTRATOR	Yes	98	Standard		Edit Delete View °
2E Grade 3 v2.1	USER, ADMINISTRATOR	Yes	114	Standard		Edit Delete View °
2E Grade 4 v2.1	USER, ADMINISTRATOR	Yes	143	Standard		Edit Delete View °
2E Grade 5 v2.1	USER, ADMINISTRATOR	Yes	167	Standard		Edit Delete View °
2E Grade 6 v2.1	USER, ADMINISTRATOR	Yes	157	Standard		Edit Delete View °
2E Grade 7 v2.1	USER, ADMINISTRATOR	Yes	138	Standard		Edit Delete View °
Grade 3 Objectives, Rossetti	Rossetti, Christina	No	115	Standard	Grade 3 Math - G3M, Rossetti - 2008 - 2009	Edit Delete View ° (A)
Grade 6 Objectives	USER, ADMINISTRATOR	Yes	157	Standard	Grade 6 Math - G6M, Nilsen - 2008 - 2009, Grade 6 Math - G6M, Rossetti - 2008 - 2009,	Edit Delete View °

6. Make your changes to the objective list:

- Enter a new name if necessary (C). Use a list name that makes it easy for teachers to identify the list.
- Select a new owner from the drop-down list if necessary (D). The list owner can change the list regardless of the permissions level.
- If you are an administrator, choose whether to share the list (E). If you are a school administrator, your shared lists can be used by any teacher in your school. If you are a district administrator, your shared lists can be used by any teacher in the district. (See page 27 for more information on shared lists.)

Accelerated Math
Home > Libraries > Manage Objectives

Edit Objective List
Edit the name or options for the objective list

Objective List: Grade 6 Objectives

Objective List Details

Objective List Name	Grade 6 Objectives (C)
Owner	ADMINISTRATOR USER (D)
Permissions	<input checked="" type="radio"/> Shared (E)

Cancel Save

7. Click **Save**.
8. Click **Done**.

Deleting Objective Lists

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

You can delete lists that are not being used by any class.

1. Click **Libraries** in the list of Accelerated Math tasks on the Home page.
2. Select your school from the drop-down list if necessary.
3. Click **Manage Objectives** on the left side of the page.
4. Click **View/Edit Lists** on the left side of the page.
5. Click **Delete** in the row for the list you want to delete **A**. This link is not available in the following situations:
 - for objective lists that are being used by classes
 - for standard library lists (marked with the ^{*} symbol after the View link on this page)
 - for teachers, the link is not available for shared lists owned by administrators
 - for school administrators, the link is not available for shared lists owned by the district administrator

School:

View/Edit Objective Lists							ADMINISTRATOR USER, District 2008 - 2009
School: <input style="width: 150px; height: 15px; border: 1px solid black; border-radius: 5px;" type="button" value="Maple Academy"/>							Manuals Help Log Out
Objective List	Owner	Shared	Objective Count	Type	Classes Using	Actions	
2E Grade 1 v2.1	USER, ADMINISTRATOR	Yes	99	Standard		Edit Delete View *	
2E Grade 2 v2.1	USER, ADMINISTRATOR	Yes	98	Standard		Edit Delete View *	
2E Grade 3 v2.1	USER, ADMINISTRATOR	Yes	114	Standard		Edit Delete View *	
2E Grade 4 v2.1	USER, ADMINISTRATOR	Yes	143	Standard		Edit Delete View *	
2E Grade 5 v2.1	USER, ADMINISTRATOR	Yes	167	Standard		Edit Delete View *	
2E Grade 6 v2.1	USER, ADMINISTRATOR	Yes	157	Standard		Edit Delete View *	
2E Grade 7 v2.1	USER, ADMINISTRATOR	Yes	138	Standard		Edit Delete View *	
Grade 3 Objectives, Private	USER, ADMINISTRATOR	No	117	Standard		Edit Delete View *	A
Grade 3 Objectives, Rossetti	Rossetti, Christina	No	115	Standard	Grade 3 Math - G3M, Rossetti - 2008 - 2009	Edit Delete View *	
Grade 6 Objectives	USER, ADMINISTRATOR	Yes	157	Standard	Grade 6 Math - G6M, Nilsen - 2008 - 2009, Grade 6 Math - G6M, Rossetti - 2008 - 2009,	Edit Delete View *	

6. Click **OK** to confirm that you want to delete the list.
7. Click **Done**.

THE ASSIGNMENT BOOK

The Assignment Book is where you assign most student work and monitor student progress. This chapter will tell you how to manage student work.

How Students Master Objectives in the Assignment Book

1. The teacher assigns objectives to students. See page 53.
2. The teacher prints practices (page 66) or exercises (page 67) for the students. The status of the objectives on these assignments changes to *Working* (two green arrows ).
3. The students finish the practices or exercises.
4. Students complete the assignments and scan cards or enter their answers using the Responder or NEO 2 (see page 97) or Renaissance Home Connect (see page 101). If they use scan cards, students can use AccelScan to scan their answers for scoring (see page 78), or teachers can score the assignments manually in Accelerated Math (see page 80). The status of the objectives depends on how many problems the students answered correctly (see Mastery Criteria on page 59). If students need more practice, the status is *Ready to Work* (one green arrow ); if they answered most or all problems correctly, the status is *Ready to Test* (one yellow arrow ).
5. When a student is ready to test, the teacher prints the test (see page 69), and the objective's status changes to *Testing* (two yellow arrows ).
6. The student completes the test.
7. The student scores the test using AccelScan (page 78) or Responders or NEO 2 laptops (see page 97), or the teacher scores it manually in Accelerated Math (page 80). If the student needs to try again, the objective status changes back to *Ready to Test*. If the student answered most or all problems correctly, the status is *Mastered* (). (The mastery criteria determine when students have mastered the objective; see page 59.)
8. Two weeks after a student masters an objective, Accelerated Math starts including review problems on practices. The mastery criteria determine when a student has answered enough review problems correctly; at that point, the status changes to *Reviewed* (), and the student's practices and tests will not include any more problems from the objective.

 **Intervene:** If the status of an objective changes to *Intervene*, the student needs more help with the objective; see page 57.

 **Scoring Preference:** The Scoring preference for each class determines which assignments students can score themselves or which they can complete using the Responder or NEO 2. See page 159.

Viewing the Assignment Book for a Class

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Each class has its own Assignment Book. In the Assignment Book, teachers choose an objective list (see page 38), assign objectives, print and score assignments, and monitor student work. Follow these steps to view an Assignment Book for a specific class:

1. Click **Assignment Book** in the list of Accelerated Math tasks on the Home page.
2. If necessary, select your school and class from the drop-down lists **A**.

Assignment Book					
		Assignment Printed Date			
Student		Practice	Test (Ready)	Exercise	Diagnostic
<input type="checkbox"/> Brooks, Jamal	11/05/08				
<input type="checkbox"/> Del Castillo, Miranda			11/06/08		
<input type="checkbox"/> Evans, Samuel					
<input type="checkbox"/> Jackson, Cody				(2)	
<input type="checkbox"/> King, Lydia				D (2)	
<input type="checkbox"/> Little, Julia	11/05/08				
<input type="checkbox"/> Ming, Li				(2)	
<input type="checkbox"/> Paul, Lukas	11/05/08				
<input type="checkbox"/> Richmond, Tyrone				(1)	11/11/08
<input type="checkbox"/> Schmidt, Kathy	11/05/08				
<input type="checkbox"/> Waters, Kendra	11/05/08				
<input type="checkbox"/> Student	Practice Obj. Range: 1-2	Exercise		Diagnostic	Action
					Assignment Printed Date

Dates in bold are at least three days old.

- A** Use the drop-down lists to choose the school and class.
- B** The dates show when outstanding (unscored) practices, tests, exercises, and diagnostic tests were printed. Dates are bold when the assignment was printed more than 3 school days ago.
- C** Move the mouse over a date to see the assignment form number and included objectives.
- D** A number in parentheses shows how many objectives students are ready to test on.
- E** The Action column shows which students need objectives assigned, which need assignments printed, and which require intervention because they're having difficulties. Click the message to start the action.
- F** If students need assignments printed, or if they have objectives marked *Intervene*, you can click one of the messages above the table of students to print assignments for multiple students.
- G** The left column lists the tasks you can do. Some require you to check the boxes next to students before clicking the link.

Assigning Objectives to Students in the Assignment Book

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



There are other ways to assign objectives.
The Assignment Book shows you which students need more objectives assigned. Click **Assign Obs** in the Action column to assign objectives to one of these students. In the Practice preference, you can also choose to allow Accelerated Math to automatically assign a certain number of objectives to students with no objectives when a new practice is printed; see page 156.

After an objective list has been chosen for a class (see page 38), the teacher can start assigning the objectives to students. When you assign an objective, Accelerated Math can start including it on assignments, and Accelerated Math can keep track of student progress on the objective. Follow these steps:

1. View the Assignment Book for the class that needs objectives assigned. See page 52.
2. Check the box next to each student who needs objectives assigned **A**. To select all students in the class, check the box next to Student at the top of the column.
3. Click **Assign** on the left side of the page **B**.

Print Assignments for all students with no work (8 students)				
Student	Assignment Printed Date			
	Practice	Test (Ready)	Exercise	Diagnostic
<input type="checkbox"/> Camacho, Luis		(2)		
<input type="checkbox"/> Duncan, Morgan				
<input type="checkbox"/> Gordon, Jonathan		(2)		
<input type="checkbox"/> Johnson, Myra		(2)		
<input checked="" type="checkbox"/> Lee, Joshua	11/11/08			
<input type="checkbox"/> McKinney, LeShandra		(2)		
<input checked="" type="checkbox"/> Pagel, Danielle	11/11/08			
<input type="checkbox"/> Pyant, Jermaine		(2)		
<input checked="" type="checkbox"/> Rossetti, Alexander	11/11/08			
<input type="checkbox"/> Tucker, Sierra				
<input type="checkbox"/> Williams, Taneisha		(2)		
<input type="checkbox"/> Student	Practice	Test (Ready)	Exercise	Diagnostic
	Assignment Printed Date			

4. On the Assign Objectives page, find the objectives you want to assign. You may need to click **Next >>** and **<< Previous** to go to the correct part of the objective list. Check the box next to each objective that you want to assign. Then, click **Assign**.

Page with one student selected

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book

Manuals | Help | Log Out

Assign Objectives
Select the cell(s) that you want to assign

Student: Joshua Lee

Legend

Objectives (1-20 of 157)

Assign	Objective
	1. Determine the prime factorization of a number between 50 and 200
	2. Determine the greatest common factor of three numbers to 100
<input checked="" type="checkbox"/>	3. Determine the least common multiple of three numbers
<input checked="" type="checkbox"/>	4. WP: Determine the least common multiple of two or more numbers
<input checked="" type="checkbox"/>	5. Apply divisibility rules for 3, 4, 6, and 9
<input type="checkbox"/>	6. Find the product of three identical factors

<< Previous Next >>

Assign Done

Page with multiple students selected

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book

Manuals | Help | Log Out

Assign Objectives
Select the cell(s) that you want to assign

Objective Details

110	WP: Add or subtract customary measures of weight requiring unit conversion	2E Grade 6
111	WP: Add or subtract metric measures of mass requiring unit conversion	2E Grade 6
112	WP: Multiply or divide customary measures of capacity requiring unit conversion	2E Grade 6
113	WP: Multiply or divide metric measures of capacity requiring unit conversion	2E Grade 6

Bolded objectives belong to one or more designated objective standards.

Legend

1-10 G of 157 objectives

Student	1	2	3	4	5	6	7	8	9	10
Lee, Joshua			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Pagel, Danielle			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
Rossetti, Alexander			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Bolded objectives belong to one or more designated objective standards.

Assign Done

- C** The symbols show you the status of objectives that have already been assigned. Move your mouse over a symbol to see its name, or click **Legend** to see the name of all symbols.
- D** If you chose more than one student, to choose the same objective for all students, check the box at the top of a column. Move your mouse over the objective number to see a description.
- E** If you chose one student, the objective descriptions are shown next to the boxes. If you chose more than one, you can scroll through a list of descriptions at the top of the page. Click  to see sample problems.
- F** If your subscription gives you access to worked examples, this icon may be available for some

objectives. Click the icon to see the steps required to solve a sample problem from the objective.

- G** If you want to assign another group of objectives, you can go to another part of the list by moving the scroll bar (if you chose one student) or using the drop-down list (if you chose multiple students).
- H** You can also click **Next >>** to go to the next group of objectives or **<< Previous** to go back.
- I** If you chose just one student, click this arrow to see the standards related to each objective.
- J** Click the magnifying glass to search for specific objectives. Then, enter key terms in the window that opens and click **Search**. The objectives that matched your search will be listed. To see all the objectives again, click **Show All** under "Library."

5. The objectives that you've assigned are now marked with the **Assigned**  symbol. Click **Done** to go back to the Assignment Book.

Transferring Student Data from One Class to Another

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.

 *When you transfer Assignment Book data, you're also transferring extended response data. The program transfers all the student's work at once.*

You may want to transfer a student's work from one class to another if the student is working on the same objectives. If an administrator has imported students from a desktop version of Accelerated Math, you can also use this feature to bring their previous Accelerated Math work into the current version.

You can transfer data if

- The work from the old class is within the same marking period as the new class.
- The student is no longer enrolled in the original class.

1. View the Assignment Book for the class that you want to transfer student work **into**. See page 52.
2. Check the box next to each student who needs data transferred **A**. To select all students in the class, check the box next to Student at the top of the column.

Assignment Book						
School: <input type="button" value="Maple Academy"/>		Assignment Printed Date				
Class: <input type="button" value="Grade 6 Math, G6M, Rossetti, 2008-2009"/>						
▶ Print Assignments for all students with no work (9 students)						
Student	Practice	Test (Ready)	Exercise	Diagnostic	Action	
<input type="checkbox"/> Camacho, Luis		(2)			▶ Print Assignment	
<input type="checkbox"/> Duncan, Morgan					▶ Print Assignment	
<input type="checkbox"/> Gordon, Jonathan		(2)			▶ Print Assignment	
A <input checked="" type="checkbox"/> Jackson, Cody		(2)			▶ Print Assignment	
<input type="checkbox"/> Johnson, Myra		(2)			▶ Print Assignment	
<input type="checkbox"/> Lee, Joshua	11/11/08				Assign Obj	
<input type="checkbox"/> McKinney, LeShandra		(2)			▶ Print Assignment	
<input type="checkbox"/> Pagel, Danielle	11/11/08				Assign Obj	
<input type="checkbox"/> Pyant, Jermaine		(2)			▶ Print Assignment	
<input type="checkbox"/> Rossetti, Alexander	11/11/08				Assign Obj	
<input type="checkbox"/> Tucker, Sierra					▶ Print Assignment	
<input type="checkbox"/> Williams, Taneisha		(2)			▶ Print Assignment	
<input type="checkbox"/> Student	Practice	Test (Ready)	Exercise	Diagnostic	Action	
	Assignment Printed Date					

3. Click **Transfer Student Data** on the left side of the page **B**.
4. Make sure that all students have data that can be transferred. Then, click **Transfer**.

Accelerated Math

Home > Assignment Book

Transfer Student Data

Students' data that is not tied to a class for this class period will be transferred into this class

Student	Data Transferable	Original Class
Jackson, Cody	Yes	Grade 6 Math - G6M, Nilsen - 2008-2009

Cancel **Transfer**

Assignment Book Symbols

These symbols appear on the pages where you assign objectives, print assignments, and monitor student progress:

Symbol	Name	What It Means
	Assigned	The objective is assigned to the student(s), but no assignment has been printed for this objective.
	Ready to Work (green)	The student has completed and scored at least one practice or exercise that includes the objective. However, the student hasn't met the practice mastery criteria (see page 59). The student needs a new practice or exercise that includes the objective. The student is not ready to test.
	Working (green)	The student is working on a practice or exercise that includes the objective. The assignment has not been scored.
	Ready to Test (yellow)	The student has met the practice mastery criteria (see page 59), so he or she is ready to test on this objective. A test has not yet been printed.
	Testing (yellow)	The student is working on a test that includes this objective. The test has not been scored.
	Mastered	The student has met the test mastery criteria (see page 59) and has mastered the objective. Two weeks after the student masters the objective, review problems will begin appearing on the student's practices.
	Intervene	The student has worked many problems for an objective without progressing. This symbol means the student needs more help. For more information, see page 57.
	Diagnosing	The student is working on a diagnostic test. Diagnostic tests allow students to master objectives without completing practice mastery requirements first. Teachers can use these tests for objectives that they believe their students already understand well.
	Reviewed	The student has met all mastery requirements for practice, testing, and review. The student has finished the objective. Accelerated Math will no longer include the objective on the student's assignments unless you manually choose it for exercises.
	Hold	The teacher has put the objective on hold (see page 82). To make the objective available again, assign it (see page 53). If the student was already working on the objective when you put it on hold, when you assign it, the objective will return to its previous status. (<i>Intervene</i> objectives return to the <i>Assigned</i> status.)

 **Review:** Two weeks after students master objectives, they'll see review problems on their practices. To change the percentage of practice problems that can be review problems, see page 156.

Intervene



Mastery Criteria and Intervene. The mastery criteria sets both the number of problems required and the number students must answer correctly. For more information, see page 59.

The status for an objective changes to *Intervene* (■) if

- Students work three times the required number of practice problems without meeting the practice mastery criteria (see page 59). Practice problems appear on practices and exercises.
- Students work twice the required number of test problems without meeting the test mastery criteria.
- Students work twice the required number of review problems without meeting the review mastery criteria.

Intervene means the student needs more help with this objective. Accelerated Math will not include the objective on more assignments unless you take action. We recommend that you discuss the objective with your student and re-teach the information if necessary.

When the student is ready to work on the objective again, click **Intervene** in the Assignment Book and remove the *Intervene* status by doing one of the following:

- If the objective changed to *Intervene* while the student was working on practices or exercises, click **Print Exercise** on the Intervene page to print an exercise that includes the objective (A on the next page). Then, check the objectives to include in the exercise (C) and click **Next >**. On the next page, choose the answer format (assisted-response or free-response) and enter the number of objectives to include; then, click **Print**. The status of the objective will change to *Working*.
- If the objective changed to *Intervene* while the student was working on tests or review problems, click **Print Diagnostic** on the Intervene page to print a diagnostic test that includes the objective (B). Then, check the objectives to include in the diagnostic test (C) and click **Next >**. On the next page, choose the answer format; then, click **Print**. The status of the objective will change to *Diagnosing*.

Accelerated Math will once again monitor the student's progress on the objective, and it will include the objective on future assignments.

Accelerated Math ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book Manuals | Help | Log Out

Handle Intervene Objectives

Once the student gets help with the objective and is ready to work on it again, select one of the options below to print an Exercise or Diagnostic Test containing that objective. Accelerated Math will also include the objective on future assignments. Student names that appear in red below already have an **unscored assignment**, and will not be able to print the selected assignment type.

Total Students: 1 **A**

Print Exercise **A**

- Select this option if student was working on a practice or exercise when intervene occurred.
- Number of students who can print exercise: 1

Print Diagnostic Test **B**

- Select this option if student was working on a test or review problems when intervene occurred.
- Number of students who can print test: 1

Cancel **Next >**

Samuel Evans **C**

Objective	Overall Practice	Overall Test	Overall Review	Intervene Type
<input checked="" type="checkbox"/> 1. Determine the prime factorization of a number between 50 and 200 D	5/18			Practice
<input checked="" type="checkbox"/> 2. Determine the greatest common factor of three numbers to 100 E	6/18			Practice

Bolded objectives belong to one or more designated objective standards.

Cancel **Next >**

- A** Choose **Print Exercise** if the student was working on practices or exercises for the objectives.
- B** Choose **Print Diagnostic Test** if the student was working on tests for the objectives.
- C** Check the objectives that you want to include in the exercise or test.
- D** Click this icon to see sample problems for an objective.
- E** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Mastery Criteria

Mastery Criteria Defined



Use the Objective List Report to see mastery criteria.

The Objective List Report shows you the mastery criteria for each objective that you're using in your Assignment Book. To print the report, see page 138.

Mastery criteria are the requirements students must meet to master the objective. Each objective has three sets of mastery criteria: practice, test, and review.

Mastery criteria set how many problems students must complete and how many they must answer correctly to progress from one stage to another. For the steps students follow to master objectives, see page 51.

Type of Mastery Criteria	What It Controls
Practice	The number of practice or exercise problems students must answer correctly to show they are ready for testing.
Test	The number of test problems students must answer correctly to master an objective.
Review	The number of review problems students must answer correctly to complete work on an objective. (Review problems appear on practices starting two weeks after students master an objective.)

Examples: Suppose the practice mastery criteria for objective 1 is “5 correct out of the last 6 problems (minimum).”

- Maria has completed only four problems from the objective, so even if she has answered them all correctly, she can't go on to testing yet. She needs to complete at least six problems from the objective.
- Alex has completed seven problems from the objective. He answered the first four problems and the sixth one correctly, but he answered the fifth and seventh incorrectly. Since he has only answered four of the **last** six problems correctly, he is not yet ready for testing.
- Luis has completed six problems from the objective, and he has answered the last five correctly. His objective is marked *Ready to Test*. The objective can be included on Luis' next test.

To change the mastery criteria for an objective, see the next section.

How to Change the Mastery Criteria for an Objective

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



Extended response objectives use passing percentage instead of mastery criteria. You can change the passing percentage required by changing the Extended Response preference for your class; see page 154.

By changing the mastery criteria, you can decide how many problems students must answer correctly in each of these stages:

- **Practice mastery criteria** set how students can go from *Ready to Work* and *Working* to *Ready to Test*.
- **Test mastery criteria** set how students can go from *Ready to Test* and *Testing* to *Mastered*.
- **Review mastery criteria** set how students can go from *Mastered* to *Reviewed*.

For more about mastery criteria, see page 59.

The same objective may have different mastery criteria in different objective lists. The Permissions for a list determine who can change its mastery criteria; see page 27.

1. On your Home page, click **Assignment Book or Libraries**.
2. Select the school from the drop-down list if necessary.
3. If you went to the Assignment Book, select the class that is using the objective list.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

4. Click **Manage Objectives** on the left side of the page.
5. If you came through the **Libraries** page, choose the objective list from the drop-down list. Any class that is using that objective list will be affected by the changes.
6. Click **Edit Objective Mastery**. (If this link isn't available, you don't have permission to change mastery criteria for this list; see page 27.)
7. On the next page, check the box next to each objective that needs mastery criteria changes. If you choose to change the mastery criteria for entire libraries instead, check the box next to each library that needs changes.

Accelerated Math

Home > Assignment Book > Manage Objectives

Daniel Brown, School 2008-2009
Manuals | Help | Log Out

Select Objectives
Select one or more item(s). Then, click [Edit Mastery] to change mastery criteria.

Objective List: 2E Grade 6 v2.1

View by: Objective | Library **A**

B (121-140 of 157)

C **D** << Previous Next >>

	Library	Practice Criteria	Test Criteria	Review Criteria
E	2E Grade 6	5/6	4/5	3/4
F	2E Grade 6	5/6	4/5	3/4
G	2E Grade 6	5/6	4/5	3/4
H	2E Grade 6	5/6	4/5	3/4
I	2E Grade 6	5/6	4/5	3/4
J	2E Grade 6	5/6	4/5	3/4
K	2E Grade 6	5/6	4/5	3/4
L	2E Grade 6	5/6	4/5	3/4
M	2E Grade 6	5/6	4/5	3/4
N	2E Grade 6	5/6	4/5	3/4
O	2E Grade 6	5/6	4/5	3/4
P	2E Grade 6	5/6	4/5	3/4
Q	2E Grade 6	5/6	4/5	3/4
R	2E Grade 6	5/6	4/5	3/4
S	2E Grade 6	5/6	4/5	3/4
T	2E Grade 6	5/6	4/5	3/4
U	2E Grade 6	5/6	4/5	3/4
V	2E Grade 6	5/6	4/5	3/4
W	2E Grade 6	5/6	4/5	3/4
X	2E Grade 6	5/6	4/5	3/4
Y	2E Grade 6	5/6	4/5	3/4
Z	2E Grade 6	5/6	4/5	3/4
A	2E Grade 6	5/6	4/5	3/4
B	2E Grade 6	5/6	4/5	3/4
C	2E Grade 6	5/6	4/5	3/4
D	2E Grade 6	5/6	4/5	3/4
E	2E Grade 6	5/6	4/5	3/4
F	2E Grade 6	5/6	4/5	3/4
G	2E Grade 6	5/6	4/5	3/4
H	2E Grade 6	5/6	4/5	3/4
I	2E Grade 6	5/6	4/5	3/4
J	2E Grade 6	5/6	4/5	3/4
K	2E Grade 6	5/6	4/5	3/4
L	2E Grade 6	5/6	4/5	3/4
M	2E Grade 6	5/6	4/5	3/4
N	2E Grade 6	5/6	4/5	3/4
O	2E Grade 6	5/6	4/5	3/4
P	2E Grade 6	5/6	4/5	3/4
Q	2E Grade 6	5/6	4/5	3/4
R	2E Grade 6	5/6	4/5	3/4
S	2E Grade 6	5/6	4/5	3/4
T	2E Grade 6	5/6	4/5	3/4
U	2E Grade 6	5/6	4/5	3/4
V	2E Grade 6	5/6	4/5	3/4
W	2E Grade 6	5/6	4/5	3/4
X	2E Grade 6	5/6	4/5	3/4
Y	2E Grade 6	5/6	4/5	3/4
Z	2E Grade 6	5/6	4/5	3/4

- A** Click **Library** or **Objective** to choose whether to change mastery criteria for an entire library or individual objectives.
- B** Check these boxes to choose the objectives or libraries that need mastery criteria changes. To select all objectives that are listed on the page you're viewing, check the box next to **Objective** at the top of the list.
- C** The scroll bar is one way to move through the objective list. Drag the vertical bar to go to another part of the list.
- D** You can also click **Next >>** or **<< Previous** to see other parts of this objective list.
- E** Click this arrow to see the standards related to each objective.
- F** Click the magnifying glass to search for specific objectives. Then, enter key terms in the window that opens and click **Search**. The objectives that matched your search will be listed. To see all the objectives again, click **Show All** under "Library."
- G** Click this icon to see sample problems from the objective.
- H** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- I** Note that this page shows the current mastery criteria for each objective. For more about mastery criteria, see page 59.



Whose mastery criteria am I changing? Your changes affect any class that is using the objective list. However, they don't affect classes that are using other lists, even if they're using the same objectives.

8. Click **Edit Mastery**.
9. Check the box next to each type of criteria that you want to change. Then, enter the new numbers for the criteria. If you prefer to go back to the original (default) criteria for this objective, click **Default**.

Mastery Criteria	
Practice	<input type="checkbox"/> Change practice mastery <input type="text" value="5"/> correct out of the last <input type="text" value="6"/> problems (minimum)
Test	<input type="checkbox"/> Change test mastery <input type="text" value="4"/> correct out of the last <input type="text" value="5"/> problems (minimum)
Review	<input type="checkbox"/> Change review mastery <input type="text" value="3"/> correct out of the last <input type="text" value="4"/> problems (minimum)

10. Click **Save**.
11. If you want to change the mastery criteria for other objectives or libraries, repeat steps 7 through 10. If you have finished, click **Done**.

Printing Assignments

Types of Assignments

Accelerated Math lets you print four types of assignments:

Assignment Type	Types of Problems	Objectives Included	Who Can Score Assignments Using AccelScan	Purpose
Practice	Assisted-response (multiple choice)	Assigned () or Ready to Work ()	Student (page 78) or Teacher	To reinforce what the student has learned, and to provide the time on task needed for students to progress.
Exercise	Assisted-response or free-response	Any chosen by teacher.	Student (page 78*) or Teacher	Use in class to reinforce daily lessons, or use to provide more practice on specific objectives.
Test	Assisted-response or free-response	Ready to Test ()	Student (page 78*) or Teacher	To demonstrate mastery of an objective.
Diagnostic Test	Assisted-response or free-response	Any chosen by teacher	Student (page 78*) or Teacher	To test students who haven't met the mastery criteria for an objective. Use diagnostic tests for objectives that you believe your students can master without practice.

* You can use the Scoring preference to disable student scoring; see page 159. The preference also determines which assignments students can complete using the Renaissance Responder or NEO 2. The Renaissance Home Connect preference determines whether students can use Renaissance Home Connect to complete practices and exercises (if Renaissance Home Connect is available for your school).

Make Sure You Have the Renaissance Place Print Plug-In

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

If you have not changed the Printing preference for your classes (see page 157), each computer that you will use to print assignments must have the Renaissance Place Print Plug-In installed. Follow the steps below to download and install the plug-in.

Your first step depends on what you have already done in the software:

If You Are Viewing the Assignment Book or Extended Response Page

1. Click the red **Install Plug-In** message on the Assignment Book or Extended Response page.
2. A knowledge base article will open. In this article, click the **HERE** link for your operating system. Save the file.
3. Follow the instructions in the article to install the plug-in.



Supporting client software should be installed by a user

who is logged in on the computer as an administrator or as a member of the Administrators group with administrative rights; this will make the software accessible to all users of the computer.

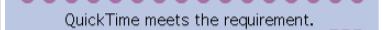
If You Have Tried to Print an Assignment Without the Plug-In

1. Click the message that appeared on the View Assignment page.
2. A knowledge base article will open. In this article, click the **HERE** link for your operating system. Save the file.
3. Follow the instructions in the article to install the plug-in.

If You Are Somewhere Else in the Software

1. If you have not yet logged in, click **Check Software Requirements** on the Renaissance Place Welcome page.
If you are logged in but you have not yet tried to print an assignment, click **Product Administration** under the Renaissance Place tasks on your Home page. Then, click **Download Supporting Software**.

2. On the bottom of the list of Supporting Software, click **install Version A** for the Renaissance Place Print Plug-In if it is shown as not being installed.

Software Requirements	
Supporting Software	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing	 Flash Player doesn't meet the 7+ requirement. If "Flash Player meets the requirement." does not display above, install Version 7.0 or later.
Adobe Reader Viewing and printing reports as well as assessments and assignments	 Test Adobe Reader If Adobe Reader won't open, install Version 5.0 or later.
Adobe Shockwave Player Teacher scoring	 Shockwave meets the requirement.
QuickTime Student practices and teacher scoring (iTunes is not required)	 QuickTime meets the requirement.
Renaissance Place Print Plug-In Auto printing TOPS report when the preference is set to Enable	 Version 1.3 Installed Install Version 1.3 or later.

3. A knowledge base article will open. In this article, click the **HERE** link for your operating system. Save the file.
4. Follow the instructions in the article to install the plug-in.

How to Print a Practice

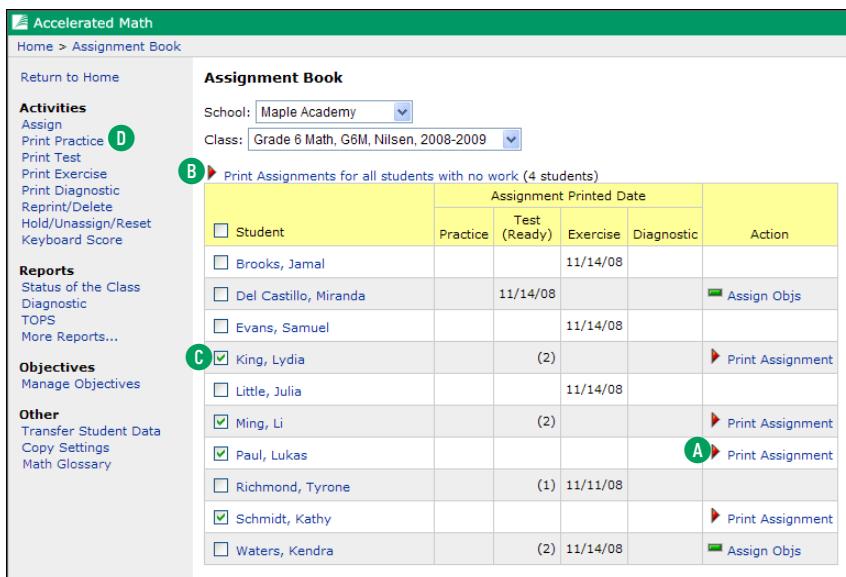
Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

 **Install Plug-In message.** If you see this message in red on your Assignment Book page, you need the Renlearn Print Plug-In to print assignments. (See page 64.)

1. View the Assignment Book for the class that needs practices. See page 52.
2. Do **one** of the following:
 - To print a practice for one student who needs work, click **Print Assignment** in the row for that student **A**. On the page that appears next, click the **Practice** option and click **Next >**
 - To print a practice for all students in the class who have no work, click **Print Assignments for all students with no work** above the list of students **B**. On the page that opens next, click the **Practice** option and click **Next >**
 - If you want to choose specific students to print practices for, check the box next to each of these students **C**. To select all students in the class, check the box next to **Student** at the top of the column. Then, click **Print Practice** on the left side of the page **D**.

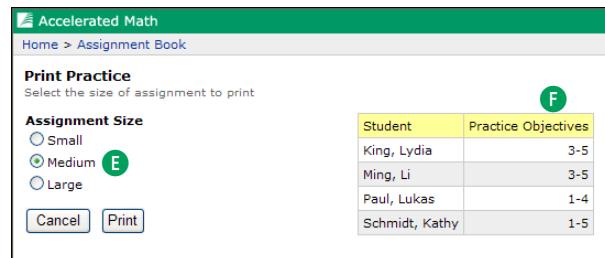


Assignment Book

School: Maple Academy
Class: Grade 6 Math, G6M, Nilson, 2008-2009

Student	Assignment Printed Date				Action
	Practice	(Ready)	Exercise	Diagnostic	
Brooks, Jamal		11/14/08			
Del Castillo, Miranda		11/14/08			
Evans, Samuel		11/14/08			
King, Lydia	(2)				
Little, Julia		11/14/08			
Ming, Li	(2)				
Paul, Lukas					
Richmond, Tyrone	(1)	11/11/08			
Schmidt, Kathy					
Waters, Kendra	(2)	11/14/08			

3. Note the available practice objectives on the right side of the page; then, click the assignment size that you want to print.



Print Practice

Select the size of assignment to print

Assignment Size

Small
 Medium **E**
 Large

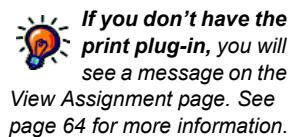
Student **Practice Objectives**

King, Lydia	3-5
Ming, Li	3-5
Paul, Lukas	1-4
Schmidt, Kathy	1-5

E Small assignments should take students about 10 minutes to complete, medium about 20 minutes, and large about 30 minutes. The Practice preference sets the sizes; see page 156.

F These are the objectives each student can practice. If any students have an outstanding (unscored) practice, the practice won't be printed for them.

 **Student Capacity Limit:** If you have reached the student capacity limit for Accelerated Math, you can't print assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.



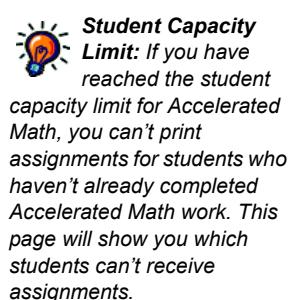
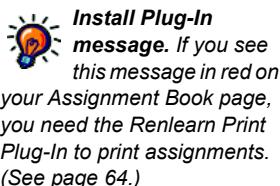
- Click **Print**.
- The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

How to Print an Exercise

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.



- View the Assignment Book for the class that needs exercises. See page 52.

- Do **one** of the following:

- To print an exercise for one student who needs work, click **Print Assignment** in the row for that student **A**. On the page that opens next, click the **Exercise** option and click **Next >**.
- To print an exercise for all students in the class who have no work, click **Print Assignments for all students with no work** above the list of students **B**. On the page that opens next, click the **Exercise** option and click **Next >**.
- If you want to choose specific students to print exercises for, check the box next to each of these students **C**. To select all students in the class, check the box next to **Student** at the top of the column. Then, click **Print Exercise** on the left side of the page **D**.

Student	Assignment Printed Date			
	Practice	Test (Ready)	Exercise	Diagnostic
Brooks, Jamal		11/14/08		
Del Castillo, Miranda		11/14/08		
Evans, Samuel		11/14/08		
King, Lydia	(2)			
Little, Julia		11/14/08		
Ming, Li	(2)			
Paul, Lukas				
Richmond, Tyrone		(1)	11/11/08	
Schmidt, Kathy				
Waters, Kendra	(2)	11/14/08		

- Use the **Answer Format** drop-down list (**E** on the next page) to choose the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response**. If you choose free-response, an answer key will be printed with the assignments. (Free-response problems can't be completed using Responders, NEO 2, or Renaissance Home Connect.)
- Enter the number of problems to include from each objective on the exercise **F**.

- If you are printing the assignment for more than one student, click the **Problem Generation** drop-down list (G) and choose whether students should get **Identical** assignments or **Individual** (unique) ones.
- If you choose identical and you chose free-response problems, click the **Free-Response Answer Key** drop-down list (H) and choose whether to print just one answer key or one for each student.
- Find the objectives that you want to include on your students' exercises, and check the box next to each of those objectives.

Page with one student selected

Accelerated Math
Home > Assignment Book
ADMINISTRATOR USER, District 2008-2009
Manuals | Help | Log Out

Print Exercise
Select one or more cells and set the assignment options
Student: Lydia King

Options
Answer Format: Free-Response (E)
Problems per objective: 6 (F)

Objectives (1-20 of 157)
<< Previous Next >>
Select Objective
1. Determine the prime factorization of a number between 50 and 200
2. Determine the greatest common factor of three numbers to 100
3. Determine the least common multiple of three numbers
4. WP: Determine the least common multiple of two or more numbers
5. Apply divisibility rules for 3, 4, 6, and 9
6. Find the product of three identical factors

Legend: L, K, M, N, O, P, Q

Page with multiple students selected

Accelerated Math
Home > Assignment Book
ADMINISTRATOR USER, District 2008-2009
Manuals | Help | Log Out

Print Exercise
Select one or more cells and set the assignment options
Legend: M, N, O, P, I, K, L, J, H

Options
Answer Format: Free-Response (E)
Problems per objective: 6 (F)
Problem Generation: Identical (G)
Free-Response Answer Key: Print one global answer key (H)

Objective Details
1. Determine the prime factorization of a number between 50 and 200
2. Determine the greatest common factor of three numbers to 100
3. Determine the least common multiple of three numbers
4. WP: Determine the least common multiple of two or more numbers
5. Apply divisibility rules for 3, 4, 6, and 9
Bolded objectives belong to one or more designated objective standards.

1-10 of 157 objectives
<< Previous Next >>
Objectives
Student: 1 2 3 4 5 6 7 8 9 10
King, Lydia: 2
Ming, Li: 2
Paul, Lukas: 2
Schmidt, Kathy: 2

Legend: I, K, L, J, H

- If you chose more than one student, you can scroll through this list to see objective descriptions.
- To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.
- You'll see part of the class objective list. Click **Next >>** and **<< Previous** to go forward and back through the objective list.
- Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose more than one student).
- Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- To see sample problems for an objective, click this icon.
- If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

 **If you don't have the print plug-in, you will see a message on the View Assignment page. See page 64 for more information.**

8. Click **Print**.
9. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

How to Print a Test

Who Can Do This?

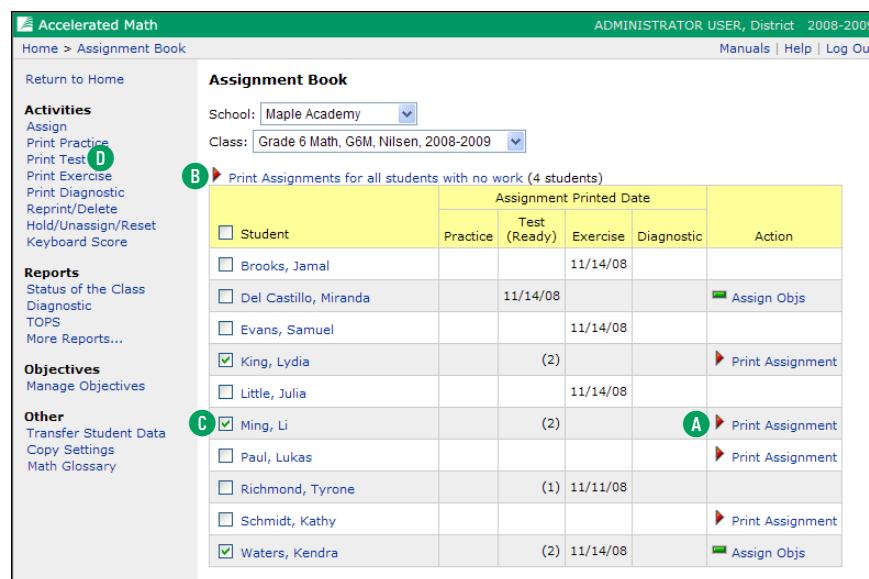
District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.

 **Install Plug-In message.** If you see this message in red on your Assignment Book page, you need the Renlearn Print Plug-In to print assignments. (See page 64.)

1. View the Assignment Book for the class that needs tests. See page 52.
2. Do **one** of the following:
 - To print a test for one student who has no work and at least one objective ready to test, click **Print Assignment** in the row for that student **A**. On the page that opens next, click the **Test** option and click **Next >**
 - To print a test for all students in the class with no work who have objectives ready to test, click **Print Assignments for all students with no work** above the list of students **B**. On the page that opens next, click the **Test** option and click **Next >**
 - If you want to choose specific students to print tests for, check the box next to each of these students **C**. To select all students in the class, check the box next to **Student** at the top of the column. Then, click **Print Test** on the left side of the page **D**.

The Test column shows you which students have objectives marked *Ready to Test*.





**Free-response tests
can't be scored
using Renaissance**

**Responders or NEO 2
laptops regardless of the
setting in the Scoring
preference.**

3. Enter the maximum number of objectives that you want to include.
4. Click the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response**. If you choose free-response, an answer key will be printed with the tests.
5. On the right side of the page, note the objectives for which each student will receive a test. (Students who have no testable objectives won't receive a test.) To continue, click **Print**.

Student	Testable Objectives
King, Lydia	1-2
Ming, Li	1-2
Waters, Kendra	1-2



**If you don't have the
print plug-in, you will
see a message on the
View Assignment page. See
page 64 for more information.**

6. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

How to Print a Diagnostic Test

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. View the Assignment Book for the class that needs diagnostic tests. See page 52.
2. Do **one** of the following:
 - To print a diagnostic test for one student with no work, click **Print Assignment** in the row for that student **A**. On the page that opens next, click the **Diagnostic** option and click **Next >**
 - To print a diagnostic test for all students in the class with no work, click **Print Assignments for all students with no work** above the list of students **B**. On the page that opens next, click the **Diagnostic** option and click **Next >**
 - If you want to choose specific students to print diagnostic tests for, check the box next to each of these students **C**. To select all students in the class, check the box next to **Student** at the top of the column. Then, click **Print Diagnostic** on the left side of the page **D**.

Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
Brooks, Jamal		11/14/08			
Del Castillo, Miranda		11/14/08			
Evans, Samuel		(2)			
King, Lydia		11/14/08			
Little, Julia		11/14/08			
Ming, Li		(2)			
Richmond, Tyrone		(1) 11/11/08			
Schmidt, Kathy		(2)			
Waters, Kendra		11/14/08			

3. Click the **Answer Format** drop-down list to choose the type of problems you want to include: **Assisted-Response** (multiple-choice) or **Free-Response** **E**. If you choose free-response, an answer key will be printed with the assignments.
4. If you are printing the assignment for more than one student, click the **Problem Generation** drop-down list **F** and choose whether students should get **Identical** assignments or **Individual** (unique) ones.
5. If you choose identical assignments and free-response problems, click the **Free-Response Answer Key** drop-down list **G** and choose whether to print just one answer key or one for each student.
6. Find the objectives that you want to include on your students' diagnostic tests, and check the box next to each of those objectives.

 **Student Capacity Limit:** If you have reached the student capacity limit for Accelerated Math, you can't print assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.

Page with one student selected

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Print Diagnostic

Student: Lukas Paul

Legend

Options

Answer Format: Assisted-Response (E)

Cancel Print

Objectives (1-20 of 157)

Select Objective

1. Determine the prime factorization of a number between 50 and 200

2. Determine the greatest common factor of three numbers to 100

3. Determine the least common multiple of three numbers

4. WP: Determine the least common multiple of two or more numbers

5. Apply divisibility rules for 3, 4, 6, and 9

6. Find the product of three identical factors

Page with multiple students selected

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Print Diagnostic

Student: Lukas Paul

Legend

Options

Answer Format: Free-Response (E)

Problem Generation: Identical (F)

Free-Response Answer Key: Print one global answer key (G)

Objective Details

1. Determine the prime factorization of a number between 50 and 200

2. Determine the greatest common factor of three numbers to 100

3. Determine the least common multiple of three numbers

4. WP: Determine the least common multiple of two or more numbers

5. Apply divisibility rules for 3, 4, 6, and 9

Bolded objectives belong to one or more designated objective standards.

1-10 K of 157 objectives

Objectives I

Student

Paul, Lukas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10
Schmidt, Kathy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10

Bolded objectives belong to one or more designated objective standards.

Cancel Print

- H If you chose more than one student, you can scroll through this list to see objective descriptions.
- I To choose the same objective for all students (if you chose more than one), check the box at the top of a column. If only objective numbers are shown, move your mouse over the number to see a description.
- J You'll see part of the class objective list. Click **Next >>** and **<< Previous** to go forward and back through the objective list.
- K Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose more than one student).
- L Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- M To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- N To see sample problems for an objective, click this icon.
- O If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- P The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.



If you don't have the print plug-in, you will see a message on the View Assignment page. See page 64 for more information.

7. Click **Print**.
8. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, use the Adobe Reader button (not the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

Student Capacity Limit

Your Accelerated Math student capacity limit determines how many students can receive Accelerated Math assignments during your subscription. Your school or district purchased this capacity with the software. Each student that has received at least one Accelerated Math assignment counts toward your student capacity limit.

If you delete students, make them inactive, or unenroll them from their schools in Renaissance Place, the students will no longer count toward the Accelerated Math student capacity limit.

If you reach your student capacity limit, you cannot print assignments for students who have not yet received an Accelerated Math assignment during this period. Accelerated Math will notify you that you have reached the student capacity limit.

If you need to expand the limit, contact Renaissance Learning to purchase the expansion. You will receive a new subscription code. (If Renaissance Learning hosts your server, we will enter the code for you.) To enter the new code (if necessary), or to manage student capacity, see the *Renaissance Place Software Manual*.

Reprinting Assignments

How you reprint assignments depends on whether you are reprinting for one student or more than one student. See the steps below and on the next page.

How to Reprint an Assignment for One Student

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.

1. View the Assignment Book for the class that needs assignments reprinted. See page 52.
2. Click the student's name in the Assignment Book.
3. On the Student Detail page, click **Reprint** in the row for the Outstanding Assignment that you need to reprint **A**. (You can reprint outstanding/unscored assignments, but not scored assignments.)

Accelerated Math

ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book

Manuals | Help | Log Out

Student Detail
View details for the student's current and past assignments

Return to Assignment Book

Legend

Student: Del Castillo, Miranda

Outstanding Assignments

Assignment	Form Number	Objectives	Problems	Date Printed	Actions
Test	139	3-7	28-42	11/14/2008	Delete Reprint A

Recent Assignments

Assignment	Form Number	Objectives	Problems	Date Scored	Score	Actions
Test	139	3-7	13-27	11/14/2008	14/15 (93%)	Rescore Reprint TOPS View
Practice	22	8-9	73-84	11/6/2008	11/12 (92%)	Rescore Reprint TOPS View
Practice	22	5-7	61-72	11/6/2008	12/12 (100%)	Rescore Reprint TOPS View
Practice	22	5-6	49-60	11/6/2008	9/12 (75%)	Rescore Reprint TOPS View
Practice	22	3-5	25-42	11/6/2008	16/18 (89%)	Rescore Reprint TOPS View

[view all assignments...](#)

Objective Status
(1-20 of 157)

Status	Objective	Practice	Test	Exercise	Diagnostic	Review
✓	1. Determine the prime factorization of a number between 50 and 200	6/6 (100%)	5/6 (83%)			
✓	2. Determine the greatest common factor of three numbers to 100	6/6 (100%)	6/6 (100%)			
▶	3. Determine the least common multiple of three numbers	6/6 (100%)	2/3 (67%)			
▶	4. WP: Determine the least common multiple of two or more numbers	6/6 (100%)	3/3 (100%)			

4. Click the reprint option you prefer. You can reprint the assignment with the original problems or with new problems.

Accelerated Math

Home > Assignment Book

Reprint Assignment

Student: Miranda Del Castillo
Assignment Type: Test
Form Number: 139
Problem Range: 28-42

Reprint Options

Same problems as the original assignment
 Reprint Assignment
 Reprint Answer Key
 Different problems from the original assignment

[Cancel](#) [Reprint](#)

5. If the assignment had free-response problems, and you are reprinting with the original problems, check the box for each item that you want to reprint (the assignment and/or the answer key).

6. Click **Reprint**.

7. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.

- If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
- If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

 If you don't have the Renaissance Learning print plug-in on this computer, you will see a message on the View Assignment page. You must download and install the plug-in before reprinting the assignment. See page 64 for more information.

How to Reprint an Assignment for More Than One Student

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Accelerated Math ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book Manuals | Help | Log Out

Assignment Book

School: Class:

Print Assignments for all students with no work (4 students)

Student	Assignment Printed Date			Action
	Practice	Test (Ready)	Exercise	
Brooks, Jamal			11/14/08	
Del Castillo, Miranda	11/14/08			
A <input checked="" type="checkbox"/> Evans, Samuel			11/14/08	
King, Lydia		(2)		
<input checked="" type="checkbox"/> Little, Julia			11/14/08	
Ming, Li		(2)		
Paul, Lukas				
Richmond, Tyrone	(1)		11/11/08	
Schmidt, Kathy				
Waters, Kendra	(2)		11/14/08	

1. View the Assignment Book for the class that needs assignments reprinted. See page 52.
2. Check the box next to each student who needs an assignment reprinted **A**. To select all students in the class, check the box next to Student at the top of the column.
3. Click **Reprint/Delete** on the left side of the page **B**.
4. Click the type of assignment that you need to reprint; then, click **Reprint**.
5. Click the reprint option you prefer. You can reprint the assignment with the original problems or with new problems. If the assignment had free-response problems, and you are reprinting with the original problems, check the box for each item that you want to reprint (the assignment and/or the answer key).
6. Click **Reprint**.
7. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

 **If you don't have the Renaissance Learning print plugin on this computer, you will see a message on the View Assignment page. You must download and install the plugin before reprinting the assignment. See page 64 for more information.**

Accelerated Math Home > Assignment Book

Reprint Assignment

Reprint Options

Same problems as the original assignment Reprint Assignment Reprint Answer Key

Different problems from the original assignment

Cancel **Reprint**

Deleting Assignments

How you delete assignments depends on whether you are deleting them for one student or more than one student.

How to Delete an Assignment for One Student

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. View the Assignment Book for the class that needs assignments deleted. See page 52.
2. Click the student's name in the Assignment Book.
3. On the Student Detail page, click **Delete** in the row for the Outstanding assignment that you need to delete **A**. (You can delete outstanding/unscored assignments, but not scored assignments.)

Assignment	Form Number	Objectives	Problems	Date Printed	Actions
Test	139	3-7	28-42	11/14/2008	Delete Reprint

Assignment	Form Number	Objectives	Problems	Date Scored	Score	Actions
Test	139	3-7	13-27	11/14/2008	14/15 (93%)	Rescore Reprint TOPS View
Practice	22	8-9	73-84	11/6/2008	11/12 (92%)	Rescore Reprint TOPS View
Practice	22	5-7	61-72	11/6/2008	12/12 (100%)	Rescore Reprint TOPS View
Practice	22	5-6	49-60	11/6/2008	9/12 (75%)	Rescore Reprint TOPS View
Practice	22	3-5	25-42	11/6/2008	16/18 (89%)	Rescore Reprint TOPS View

view all assignments...

Objective Status (1-20 of 157)						<< Previous		Next >>	
Status	Objective			Practice	Test	Exercise	Diagnostic	Review	
✓	1. Determine the prime factorization of a number between 50 and 200			6/6 (100%)	5/6 (83%)				
✓	2. Determine the greatest common factor of three numbers to 100			6/6 (100%)	6/6 (100%)				
▶	3. Determine the least common multiple of three numbers			6/6 (100%)	2/3 (67%)				
▶	4. WP: Determine the least common multiple of two or more numbers			6/6 (100%)	3/3 (100%)				

How to Delete an Assignment for More Than One Student

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Return to Home

Activities

- Assign
- Print Practice
- Print Test
- Print Exercise
- Print Diagnostic
- Reprint/Delete **B**
- Hold/Unassign/Reset
- Keyboard Score

Reports

- Status of the Class
- Diagnostic
- TOPS
- More Reports...

Objectives

- Manage Objectives

Other

- Transfer Student Data
- Copy Settings
- Math Glossary

Assignment Book

School: Maple Academy

Class: Grade 6 Math, G6M, Nilsen, 2008-2009

Print Assignments for all students with no work (4 students)

Student	Assignment Printed Date				Action
	Practice	(Ready)	Exercise	Diagnostic	
Brooks, Jamal			11/14/08		
Del Castillo, Miranda		11/14/08			
<input checked="" type="checkbox"/> Evans, Samuel			11/14/08		
King, Lydia		(2)			
<input checked="" type="checkbox"/> Little, Julia			11/14/08		
Ming, Li		(2)			
Paul, Lukas					
Richmond, Tyrone		(1)	11/11/08		
Schmidt, Kathy					
<input checked="" type="checkbox"/> Waters, Kendra		(2)	11/14/08		

3. Click **Reprint/Delete** on the left side of the page **B**.
4. Click the type of assignment that you need to delete; then, click **Delete**.

Accelerated Math

Home > Assignment Book

Reprint/Delete

Select an assignment type for which you want to reprint or delete the most recent assignment

Assignment

Practice

Test

Exercise

Diagnostic

Buttons: Cancel, Delete, Reprint

Scoring Assignments

Accelerated Math assignments can be scored using any of these methods:

- **Responder or NEO 2:** If students use Renaissance Responders or NEO 2 laptops to enter their answers, Accelerated Math scores the responses automatically. (See page 98.)
- **AccelScan Scanning Software:** If students enter their answers on a scan card, the student or teacher can insert the card into an AccelScan for automatic scoring.
- **Renaissance Home Connect:** If students use Renaissance Home Connect to enter their answers to practices and exercises (if Renaissance Home Connect is available), Accelerated Math scores the responses automatically. (See page 101.)
- **Manual Scoring in the Software:** Teachers can score assignments in the Accelerated Math software by manually entering students' answers.

How to Score Assignments Using AccelScan

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers
 Students

To change capabilities, see page 162.



Form numbers: Form numbers identify the student and the assignment. Each student has a unique form number, and form numbers are unique for each type of assignment. (For example, a student's practices and exercises have different form numbers.) Accelerated Math keeps using a form number for a student and assignment type until the card is full or almost full to make the best use of your scan cards.

Teachers can use the AccelScan and AccelScan Scanning software to score any type of Assignment Book assignment, including free-response assignments. To score free-response assignments with the scanner, teachers can fill in a card for each student and mark **A** for every correct answer and **B** for every incorrect answer.

Students can use the AccelScan and the Scanning Software to score practices and assisted-response exercises and tests. You can use the Scoring preference to limit students to scoring practices only. See page 159.

1. Make sure each student has entered his or her form number for this assignment at the top of the card.
If you don't have the form number, do one of the following:
 - Check the student's printed assignment. The form number is at the top.
 - In the Assignment Book, position your mouse over the print date. The form number will appear.
 - Print a Status of the Class Report and include the Assignments Printed section. This section of the report includes form numbers for unscored assignments.
2. Make sure the AccelScan is plugged in. If the AccelScan scanner has a switch, make sure it is on.
3. Start the AccelScan Scanning software:
 - **Windows:** Click **Start** ▶ **Programs** ▶ **AccelScan Scanning Software** ▶ **AccelScan**.
 - **Macintosh:** For version 1.42, find the folder where you installed AccelScan; for version 2.0, open the Applications folder on your hard drive. Double-click the **AccelScan** icon.

 **In Student Mode,** students can't access program settings, and the Scoring preference limits what students can score; see page 159. To exit Student Mode in version 1.42–1.43 of the software, click the **File** menu and choose **Teacher Mode**. To exit Student Mode in version 2.x, click the button shown in step 5 again. You must enter your user name and password when you exit Student Mode.

 **Messages during scoring.** The software will notify you if it finds a problem during scoring. The most common problems are incorrect form numbers on the card, answers marked next to the wrong problem numbers, multiple answers marked for the same problem, or stray marks on the card. Read the message in the software. If necessary, click **Score** again, or click **Cancel**.

4. Enter your user name and password, even if students will be scoring their own assignments. Then, click **Log In**. When the software has detected the scanner, you will see a Ready to scan message.

If the software is not ready to scan, click **Scanner Settings**, make sure the correct port is selected, and click **OK**.

5. If students will scan their own cards, click  (version 1.42–1.43) or  (version 2.0). This puts the software in Student Mode.

6. **For AccelScan model 2110 (shown) or 2210:**

Insert the card face up, with the form number going into the scanner first as shown to the right.

For AccelScan model 1100 USB: Insert the card face down, with the form number going into the scanner first.

For AccelScan model 1100 Serial: Insert the card face up, with the form number going into the scanner first.

7. The scanner will scan the answers on the card, and the software will score the assignment and print the TOPS Report. If the scored assignment was a practice, the software may also print the student's next practice (see the Scoring preference on page 159). The scanner will eject the card.
8. When your students have finished scoring assignments, click **Log Out**.



How to Score Assignments in the Assignment Book

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

 **Form numbers:** Form numbers identify the student and the assignment. Each student has a unique form number, and form numbers are unique for each type of assignment. (For example, a student's practices and exercises have different form numbers.) Accelerated Math keeps using a form number for a student and assignment type until the card is full or almost full to make the best use of your scan cards.

1. View the Assignment Book for the class that needs assignments scored. See page 52.
2. Click **Keyboard Score** on the left side of the page.
3. Enter the first student's form number; then, click **Score**.
4. For assisted-response assignments, click or type the letter that shows the student's answer to each problem. For free-response assignments, click **Correct** or **Incorrect** for each problem. If the problems are split into more than one page, click **Next >** to go forward and **< Previous** to go back.

Accelerated Math																																							
Home > Assignment Book																																							
Keyboard Score Fill in the student response to each question																																							
Student: Charlotte Cline Assignment Type: Practice Form Number: 397																																							
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #FFFF99; text-align: center; padding: 5px;">Responses</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;">1.</td> <td style="width: 90%; text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>2.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>3.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>4.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>5.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>6.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>7.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>8.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>9.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>10.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>11.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>12.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>13.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>14.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>15.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>16.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>17.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> <tr> <td>18.</td> <td style="text-align: center; padding: 5px;"> <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response </td> </tr> </tbody> </table>		Responses		1.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	2.	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	3.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	4.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	5.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	6.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	7.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	8.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	9.	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	10.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input checked="" type="radio"/> No Response	11.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	12.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	13.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	14.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	15.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	16.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	17.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response	18.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
Responses																																							
1.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
2.	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
3.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
4.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
5.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
6.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
7.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
8.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
9.	<input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
10.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D <input checked="" type="radio"/> No Response																																						
11.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
12.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
13.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
14.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
15.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
16.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
17.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
18.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response																																						
<input type="button" value="Cancel"/>	<input type="button" value="Save"/>																																						

Accelerated Math																																	
Home > Assignment Book																																	
Keyboard Score Fill in the student response to each question																																	
Student: Johanna Espinosa Assignment Type: Test Form Number: 202																																	
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="background-color: #FFFF99; text-align: center; padding: 5px;">Responses</th> </tr> </thead> <tbody> <tr> <td style="width: 10%;">1.</td> <td style="width: 90%; text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>2.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>3.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>4.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>5.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>6.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>7.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>8.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>9.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>10.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>11.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>12.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>13.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>14.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> <tr> <td>15.</td> <td style="text-align: center; padding: 5px;"> <input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B) </td> </tr> </tbody> </table>		Responses		1.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	2.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	3.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	4.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	5.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	6.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	7.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	8.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	9.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	10.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	11.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	12.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	13.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	14.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)	15.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
Responses																																	
1.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
2.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
3.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
4.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
5.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
6.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
7.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
8.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
9.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
10.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
11.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
12.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
13.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
14.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
15.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)																																
<input type="button" value="Cancel"/>	<input type="button" value="Save"/>																																

5. Click **Save**. The assignment will be scored.
6. To score another student's assignment, enter the form number and click **Score**. To finish scoring for now, click **Done**; a TOPS Report will be printed for each assignment you scored.

Rescoring Assignments

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. View the Assignment Book for the class that needs assignments rescored. See page 52.
2. Do one of the following:
 - Click the student's name in the Assignment Book to see Student Details. In the list of Outstanding (unscored) assignments, click **Rescore** in the row for the assignment.
 - Click **Keyboard Score** on the left side of the page, type the form number, and click **Rescore**. On the next page, click **Rescore** in the row for the assignment that needs to be scored again.
3. To change the student's answers for assisted-response assignments, click the answer the student gave to each problem. For free-response assignments, click **Correct** or **Incorrect** for each problem. If the problems are split into more than one page, click **Next >** to go forward and **< Previous** to go back.

Accelerated Math
Home > Assignment Book

Keyboard Score
Fill in the student response to each question

Student: Charlotte Cline
Assignment Type: Practice
Form Number: 397

Responses	
1.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
2.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
3.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
4.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
5.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
6.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
7.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
8.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
9.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
10.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
11.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
12.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
13.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
14.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
15.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
16.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
17.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response
18.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> No Response

Cancel **Save**

Accelerated Math
Home > Assignment Book

Keyboard Score
Fill in the student response to each question

Student: Johanna Espinosa
Assignment Type: Test
Form Number: 202

Responses	
1.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
2.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
3.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
4.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
5.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
6.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
7.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
8.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
9.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
10.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
11.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
12.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
13.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
14.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)
15.	<input checked="" type="radio"/> Correct (A) <input type="radio"/> Incorrect (B)

Cancel **Save**

4. Click **Save**. The assignment will be rescored.
5. If you entered a form number, you can enter another one and click **Rescore** or click **Done**; a TOPS Report will be printed for each assignment you rescored.

Putting Objectives on Hold

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

When you put an objective on hold, Accelerated Math will not include the objective on any assignments. You can make objectives that are on hold active again by assigning them.

When you reassign the objectives, most will return to their previous status. However, objectives that were marked *Intervene* (red) will go back to the *Assigned* (green) state, and all work on those objectives will be lost.

1. View the Assignment Book for the class that needs objectives put on hold. See page 52.
2. Check the box next to each student who needs an objective put on hold **A**. To select all students in the class, check the box next to Student at the top of the column.

Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
Brooks, Jamal			11/14/08		
Del Castillo, Miranda			11/14/08		
Evans, Samuel			11/14/08		
King, Lydia		(2)			
Little, Julia			11/14/08		
Ming, Li		(2)			
Paul, Lukas					
Richmond, Tyrone		(1)	11/11/08		
Schmidt, Kathy					
Waters, Kendra		(2)	11/14/08		

3. Click **Hold/Unassign/Reset** on the left side of the page **B**.
4. Find the objectives that you want to put on hold, and check the box next to each of those objectives.

Page with one student selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Student: Lukas Paul

Legend

Objectives (1-20 of 157)

Hold Unassign Reset Done

1. Determine the prime factorization of a number between 50 and 200 (H) 2E Grade 6

2. Determine the greatest common factor of three numbers to 100 (I) 2E Grade 6

3. Determine the least common multiple of three numbers (J) 2E Grade 6

4. WP: Determine the least common multiple of two or more numbers (K) 2E Grade 6

<< Previous Next >>

Page with multiple students selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Legend

Objective Details

1. Determine the prime factorization of a number between 50 and 200 (H) 2E Grade 6

2. Determine the greatest common factor of three numbers to 100 (I) 2E Grade 6

3. Determine the least common multiple of three numbers (J) 2E Grade 6

4. WP: Determine the least common multiple of two or more numbers (K) 2E Grade 6

5. Apply divisibility rules for 3, 4, 6, and 9 (L) 2E Grade 6

Bolded objectives belong to one or more designated objective standards.

1-10 D of 157 objectives << Previous Next >>

Objectives E G

Student

	1	2	3	4	5	6	7	8	9	10
Paul, Lukas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Schmidt, Kathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Bolded objectives belong to one or more designated objective standards.

Hold Unassign Reset Done

- C** You'll see part of the class objective list. Click **Next >>** and **<< Previous** to move forward and back through the objective list.
- D** Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose multiple students).
- E** If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students. If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.
- F** Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- G** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- H** To see sample problems for an objective, click this icon.
- I** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- J** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

5. Click **Hold**. You will see the *Hold* symbol (■) next to each of the objectives.
6. Click **Done**.

Resetting Objectives

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

When you reset an objective, Accelerated Math **permanently** removes all of a student's scored work for that objective and returns the status to *Assigned* (■). Outstanding (unscored) assignments that include the objective can still be scored, but the student's work on the objective will not be counted toward progress on that objective.

1. View the Assignment Book for the class that needs objectives reset. See page 52.
2. Check the box next to each student who needs an objective reset **A**. To select all students in the class, check the box next to Student at the top of the column.

Print Assignments for all students with no work (4 students)					
Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
Brooks, Jamal			11/14/08		
Del Castillo, Miranda			11/14/08		
Evans, Samuel			11/14/08		
King, Lydia		(2)			
Little, Julia			11/14/08		
Ming, Li		(2)			
Paul, Lukas					
Richmond, Tyrone		(1)	11/11/08		
Schmidt, Kathy					
Waters, Kendra		(2)	11/14/08		

Dates in bold are at least three days old.

3. Click **Hold/Unassign/Reset** on the left side of the page **B**.
4. Find the objectives that you want to reset, and check the box next to each of those objectives.

Page with one student selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Student: Lukas Paul

Legend

Objectives (1-20 of 157)

Hold Unassign Reset Done

1. Determine the prime factorization of a number between 50 and 200 (H) 2E Grade 6

2. Determine the greatest common factor of three numbers to 100 (I) 2E Grade 6

3. Determine the least common multiple of three numbers (J) 2E Grade 6

4. WP: Determine the least common multiple of two or more numbers (K) 2E Grade 6

<< Previous Next >>

Page with multiple students selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Legend

Objective Details

1. Determine the prime factorization of a number between 50 and 200 (H) 2E Grade 6

2. Determine the greatest common factor of three numbers to 100 (I) 2E Grade 6

3. Determine the least common multiple of three numbers (J) 2E Grade 6

4. WP: Determine the least common multiple of two or more numbers (K) 2E Grade 6

5. Apply divisibility rules for 3, 4, 6, and 9 (L) 2E Grade 6

Bolded objectives belong to one or more designated objective standards.

1-10 D of 157 objectives << Previous Next >>

Objectives E G

Student 1 2 3 4 5 6 7 8 9 10

Paul, Lukas 1 2 3 4 5 6 7 8 9 10

Schmidt, Kathy 1 2 3 4 5 6 7 8 9 10

Bolded objectives belong to one or more designated objective standards.

Hold Unassign Reset Done

- C** You'll see part of the class objective list. Click **Next >>** and **<< Previous** to move forward and back through the objective list.
- D** Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose multiple students).
- E** If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students. If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.
- F** Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- G** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- H** To see sample problems for an objective, click this icon.
- I** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- J** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.

5. Click **Reset**.
6. Click **OK** when the program asks if you are sure you want to reset the objectives. You'll see the *Assigned* symbol (■) next to each of the objectives.
7. Click **Done**.

Viewing a Sample Problem or Worked Example for an Objective

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

By following the steps below, you can view a sample problem or a worked example for one objective. (Some objectives don't have worked examples available.) Sample problems do not include the answer; the problems are shown just as your students would see them. Worked examples show the steps in solving a problem and the answer. If Renaissance Home Connect is available for your school, students can also view worked examples in Renaissance Home Connect (see page 108).

Another way to see sample problems for each objective is to view or print the *Library Guide* for a library. See page 24.

1. On the Home page, click **Assignment Book** or **Libraries**.
2. Select the school from the **School** drop-down list if necessary.
3. If you went to the Assignment Book, select the class from the **Class** drop-down list if necessary.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Rossetti, 2007-2008

4. Click **Manage Objectives** on the left side of the page.
5. If you came from the Libraries page, choose the objective list from the drop-down list **A**.
6. Scroll down the page to look through the list. When you find the objective that you are interested in, click $x^2 =$ **B** to view a sample problem or $x^2 = 4$ **C** to see a worked example. (Worked examples are only available if your subscription includes access to them; not all objectives have worked examples.)



You can also see sample problems when you print exercises or diagnostic tests, assign objectives, put objectives on hold, or reset or unassign objectives. In the list of objectives on these pages, click the icons next to the objective description to view sample problems or worked examples (if available).

Accelerated Math
ADMINISTRATOR USER, District 2008 - 2009

[Home](#) > [Libraries](#) > [Manage Objectives](#)
[Manuals](#) | [Help](#) | [Log Out](#)

Manage Objectives

Objective List: 2E Grade 6 v2.1 A

Objective

1. Determine the prime factorization of a number between 50 and 200	$x^2 =$ B	2E Grade 6
2. Determine the greatest common factor of three numbers to 100	$x^2 = 4$ C	2E Grade 6
3. Determine the least common multiple of three numbers	$x^2 =$	2E Grade 6
4. WP: Determine the least common multiple of two or more numbers	$x^2 =$	2E Grade 6
5. Apply divisibility rules for 3, 4, 6, and 9	$x^2 =$	2E Grade 6
6. Find the product of three identical factors	$x^2 =$	2E Grade 6

Accelerated Math
Software Manual

86

7. The sample problem or worked example will open in a separate window. You may need to scroll to see all of it.

To print a sample problem, print the Web page.

To print a worked example, use the Adobe Reader buttons within the window. (On Macintosh computers that don't have Adobe Reader, right-click in the worked example window and choose **Print Frame**.)

Unassigning Objectives

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

You can unassign objectives that have the *Assigned* (green bar) status. You cannot unassign objectives for which students have done any work unless you reset the objectives first (see page 84).

1. View the Assignment Book for the class that needs objectives unassigned. See page 52.
2. Check the box next to each student who needs an objective unassigned **A**. To select all students in the class, check the box next to **Student** at the top of the column.

Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
Brooks, Jamal		11/14/08			
Del Castillo, Miranda		11/14/08			
Evans, Samuel			11/14/08		
King, Lydia		(2)			
Little, Julia			11/14/08		
Ming, Li		(2)			
Paul, Lukas					
Richmond, Tyrone		(1) 11/11/08			
Schmidt, Kathy					
Waters, Kendra		(2)	11/14/08		

Dates in bold are at least three days old.

3. Click **Hold/Unassign/Reset** on the left side of the page **B**.
4. Find the objectives that you want to unassign, and check the box next to each of those objectives.

Page with one student selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Student: Lukas Paul

Legend

Hold Unassign Reset Done

Objectives (1-20 of 157)

1. Determine the prime factorization of a number between 50 and 200
2. Determine the greatest common factor of three numbers to 100
3. Determine the least common multiple of three numbers
4. WP: Determine the least common multiple of two or more numbers

2E Grade 6
2E Grade 6
2E Grade 6
2E Grade 6

<< Previous Next >>

Page with multiple students selected

Accelerated Math

Home > Assignment Book

ADMINISTRATOR USER, District 2008-2009

Manuals | Help | Log Out

Hold/Unassign/Reset Objectives
Select the cell(s) that you want to either put on hold, unassign or reset.

Legend

Objective Details

1. Determine the prime factorization of a number between 50 and 200
2. Determine the greatest common factor of three numbers to 100
3. Determine the least common multiple of three numbers
4. WP: Determine the least common multiple of two or more numbers
5. Apply divisibility rules for 3, 4, 6, and 9

2E Grade 6
Grade 6
2E Grade 6
2E Grade 6
2E Grade 6

Bolded objectives belong to one or more designated objective standards.

1-10 D of 157 objectives << Previous Next >>

Objectives E

Student 1 2 3 4 5 6 7 8 9 10

Paul, Lukas 1 2 3 4 5 6 7 8 9 10

Schmidt, Kathy 1 2 3 4 5 6 7 8 9 10

Bolded objectives belong to one or more designated objective standards.

Hold Unassign Reset Done

- C** You'll see part of the class objective list. Click **Next >>** and **<< Previous** to move forward and back through the objective list.
- D** Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose multiple students).
- E** If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students. If only objective numbers are shown, move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.
- F** Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- G** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- H** To see sample problems for an objective, click this icon.
- I** If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.
- J** The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend**.



*If the program tells
you some objectives
could not be*

*unassigned, you chose some
objectives that have not yet
been assigned. This can
happen when you select an
objective at the top of the
column, and some students
have never had the objective
assigned.*

5. Click **Unassign**. All symbols will be removed for these objectives.
6. Click **Done**.

Viewing Student Details

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.

When you view student details, you can see students' outstanding assignments, the assignments they recently completed, and their status for every objective in the Assignment Book.

1. View the Assignment Book for the class. See page 52.
2. Click the student's name in the Assignment Book to see the Student Detail page. See the next page for an example and for more information about the options available when you view student details.

Accelerated Math ADMINISTRATOR USER, District 2008-2009

Home > Assignment Book Manuals | Help | Log Out

Student Detail
View details for the student's current and past assignments

Return to Assignment Book Legend

Student: Del Castillo, Miranda A

Outstanding Assignments

Assignment	Form Number	Objectives	Problems	Date Printed	Actions
Test	139	3-7	28-42	11/14/2008	Delete Reprint B

Recent Assignments

Assignment	Form Number	Objectives	Problems	Date Scored	Score	Actions
Test	139	3-7	13-27	11/14/2008	14/15 (93%)	Rescore Reprint TOPS View C
Practice	22	8-9	73-84	11/6/2008	11/12 (92%)	Rescore Reprint TOPS View
Practice	22	5-7	61-72	11/6/2008	12/12 (100%)	Rescore Reprint TOPS View
Practice	22	5-6	49-60	11/6/2008	9/12 (75%)	Rescore Reprint TOPS View
Practice	22	3-5	25-42	11/6/2008	16/18 (89%)	Rescore Reprint TOPS View

[view all assignments...](#)

Objective Status (1-20 of 157) E

Status	Objective	Practice	Test	Exercise	Diagnostic	Review
✓ F	1. Determine the prime factorization of a number between 50 and 200	I 6/6 (100%)	5/6 (83%)			
✓	2. Determine the greatest common factor of three numbers to 100	J 6/6 (100%)	6/6 (100%)			
▶	3. Determine the least common multiple of three numbers	6/6 (100%)	2/3 (67%)			
▶	4. WP: Determine the least common multiple of two or more numbers	6/6 (100%)	3/3 (100%)			

<< Previous [Next >>](#) D

- A To change to a different student, choose the student name from the drop-down list.
- B These links let you reprint or delete unscored assignments.
- C These links let you rescore scored assignments, reprint their TOPS Reports, or view scored assignments. Click **view all assignments** below the list to see a complete list.
- D You'll see a portion of the class objective list. (The General preference determines how much you'll see; see page 161.) Click **Next >>** and **<< Previous** to move forward and back through the objective list.
- E You can also use this scroll bar to move through the list. Drag the vertical bar to go to a different part of the list.
- F The symbols show you the status of each objective for each student. To see their names, position your mouse over a symbol or click **Legend** in the upper-right corner of the page.
- G Click this arrow to show the standards related to objectives. Click it again to hide the standards.
- H To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click **Search**. The list will show only the objectives that matched your search; to see all objectives again, click **Show All**.
- I To see sample problems for an objective, click this icon.
- J If your subscription gives you access to worked examples, this icon may be available for some objectives. Click the icon to see the steps required to solve a sample problem from the objective.

Printing Reports from the Assignment Book

How to Print the Diagnostic or Status of the Class Report in the Assignment Book

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. View the Assignment Book for the class. See page 52.
2. Click the name of the report (**Diagnostic** or **Status of the Class**) on the left side of the page.
3. The Report Progress page will open until the report is ready. Then, the report will open in Adobe Reader, either within your browser window or a separate window.

The screenshot shows the Accelerated Math software interface. At the top, there's a navigation bar with links for 'Home', 'Assignment Book', and 'Reports'. Below the navigation bar is a toolbar with various icons for file operations like 'Select', 'Customize', and 'Print'. The main content area is titled 'Diagnostic Report' and shows data for 'Class: G3M, Rossetti' and 'Teacher: Rossetti, Christina'. The report includes a table of student scores and average correct percentages for different diagnostic tests. At the bottom of the report, there are links for 'Select', 'Customize', and 'Assignment Book'.

A Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function. If the report opened in the Macintosh OS X Preview program, click the **File** menu and choose **Print**.

B These links let you customize the report or choose a different Accelerated Math report.

C Click **Assignment Book** in the navigation bar at the top to go back to your class Assignment Book.



You can also print these reports from the Reports page.

See page 138.

How to Print the TOPS Report in the Assignment Book

Who Can Do This?

- District Administrators
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.

Accelerated Math

Home > Assignment Book

Return to Home

Activities

- Assign
- Print Practice
- Print Test
- Print Exercise
- Print Diagnostic
- Reprint/Delete
- Hold/Unassign/Reset
- Keyboard Score

Reports

- Status of the Class
- Diagnostic
- TOPS **B**
- More Reports...

Objectives

Manage Objectives

Other

- Transfer Student Data
- Copy Settings
- Math Glossary

Assignment Book

School: **Maple Academy**

Class: Grade 6 Math, G6M, Nilson, 2008-2009

Print Exercise or Diagnostic Test for all students requiring intervention. (1 student)
Print Assignments for all students with no work (3 students)

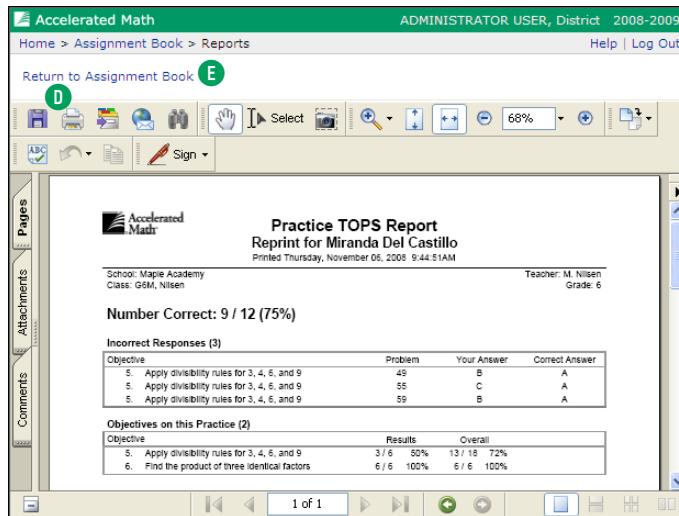
<input type="checkbox"/> Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
<input type="checkbox"/> Brooks, Jamal	11/05/08				
<input checked="" type="checkbox"/> Del Castillo, Miranda		11/06/08			 Assign Obj
<input type="checkbox"/> Evans, Samuel					 Intervene  Print Assignment
<input type="checkbox"/> Jackson, Cody			(2)		 Print Assignment
<input type="checkbox"/> King, Lydia			(2)		 Print Assignment
<input type="checkbox"/> Little, Julia	11/05/08				
<input type="checkbox"/> Ming, Li	11/05/08				
<input type="checkbox"/> Paul, Lukas	11/05/08				
<input type="checkbox"/> Richmond, Tyrone	11/05/08				
<input type="checkbox"/> Schmidt, Kathy	11/05/08				
<input type="checkbox"/> Waters, Kendra	11/05/08				
<input type="checkbox"/> Student	Practice	Test (Ready)	Exercise	Diagnostic	Action
	Assignment Printed Date				

A

3. Click **TOPS** on the left side of the page **B**.
4. If you chose just one student, the next page will show you the assignments that the student has completed. Click **Reprint** in the row for the assignment **C**. If you chose more than one student, go to the next step; Accelerated Math will print each student's most recent TOPS Report.

Reprint TOPS						
Select a problem range to reprint a TOPS for						
Student: Miranda Del Castillo						
Date Scored	Date Printed	Form Number	Assignment Type	Problem Range	Score	Action
11/6/2008	11/6/2008	22	Practice	73-84	11/12 (92%)	Reprint
11/6/2008	11/6/2008	22	Practice	61-72	12/12 (100%)	Reprint
11/6/2008	11/6/2008	22	Practice	49-60	9/12 (75%)	Reprint
11/6/2008	11/5/2008	22	Practice	25-42	16/18 (89%)	Reprint
11/5/2008	11/5/2008	139	Test	7-12	6/6 (100%)	Reprint
11/5/2008	11/5/2008	139	Test	1-6	5/6 (83%)	Reprint
11/5/2008	11/5/2008	22	Practice	13-24	12/12 (100%)	Reprint

5. The Report Progress page will appear until the report is ready. Then, the report will open in Adobe Reader, either within your browser window or a separate window.



D Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function. If the report opened in the Macintosh OS X Preview program, click the **File** menu and choose **Print**.

E This link takes you back to the Assignment Book.

Copying Settings from One Class to Another

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

You can copy these settings from one class to another:

- The selected objective lists for the Assignment Book and Extended Response page
- The class preference settings (see page 153)

This can save you time if you want all your classes to use the same objectives and preference settings.

1. View the Assignment Book (see page 52). (You don't need to choose the class.)

2. Click **Copy Settings** A.

Student	Assignment Printed Date				Action
	Practice	Test (Ready)	Exercise	Diagnostic	
Camacho, Luis					
Duncan, Morgan					
Gordon, Jonathan					
Johnson, Myra					
Lee, Joshua					
McKinney, LeShandra					
Pagel, Danielle					
Pyant, Jermaine					
Rossetti, Alexander					
Tucker, Sierra					
Williams, Taneisha					

Student	Practice	Test (Ready)	Exercise	Diagnostic	Action
	Assignment Printed Date				

3. Use the first set of drop-down lists to choose the school year, then the class you want to copy settings *from* (B on the next page). It's important to choose the school year first since classes are different in different school years.
4. Use the second set of drop-down lists to choose the school year and class that you want to copy the settings *to* C.
5. Check the box for each item that you want to copy D. You can copy the Standard objective list for the Assignment Book, the Extended Response objective list, and/or the classroom preferences.

6. Click **Copy**.

Using the Math Glossary

Accelerated Math includes a math glossary to help you define terms that appear in problems for your students' objectives. The terms available in the glossary depend on the Accelerated Math libraries that your school has.

Follow the steps below to use the math glossary. If your school has Renaissance Home Connect available, students can also access the glossary themselves; see page 112.

1. On your Home page, click **Assignment Book**.
2. Click **Math Glossary** on the left side of the Assignment Book.
3. On the Math Glossary page, there are a few ways to find a term:

- B** To search for a term, enter it here, and then click **Go**. If Accelerated Math finds matching terms, those terms will be listed with brief definitions. Click a term to see a full definition.
- C** Click a letter to see all available terms that begin with that letter, or click **View All** to see a list of all the terms in the glossary.
- D** Click the **Grade** drop-down list to choose the grade ranges for which you want to see definitions, or choose **All Grades**.

4. Click a term to see the full definition. You can then click the speaker icon **E** to hear the pronunciation. If the definition has a **Play** button **F**, click it to see an animation that helps explain the term.

The screenshot shows a web-based glossary interface for 'Accelerated Math'. At the top, there are navigation links: 'Home', 'Assignment Book', and 'Glossary'. Below that is a search bar with a placeholder 'Search or browse the Math Glossary' and a 'Grade' dropdown set to 'All Grades'. A 'Search' button is located below the search bar. A 'Browse' menu lists letters from A to Z, with 'View All' and a 'Return to Search' link. The main content area is titled 'area' with a speaker icon **E** and a play button **F**. The definition is: 'the number of square units needed to cover a shape'. Below the definition is a 3x2 grid of six green square units. The text 'The area of the rectangle is **6 square units**' is displayed. At the bottom, there is a 'See Also' section.

5. If you want to return to your previous search results, click **Return to Search** **G**. If you want to do a new search, use the fields above the definition as described in step 3.

USING RENAISSANCE RESPONDERS OR NEO 2 LAPTOPS WITH ACCELERATED MATH RP



Setting up the Receiver and Responders. To connect your Receiver and Responders, see the instructions that you received with the classroom response system. To install the Renaissance Responder program, see page 17.

If you are using a Renaissance Receiver and either Renaissance Responders or NEO 2 laptops in your classroom, your students can use the Responders or NEO 2 laptops to enter their answers to any assisted-response (multiple-choice) Accelerated Math assignment. Responders and NEO 2 laptops can't be used for free-response assignments or Extended Response assignments.

The Scoring Preference determines whether students can use the Responder or NEO 2 for exercises and tests. If the student uses the Responder or NEO 2 for a practice, the preference also determines whether the student's next practice prints automatically. See page 159.

Follow these steps to use Renaissance Responders or NEO 2 laptops with Accelerated Math RP:

1. Make sure your students have printed copies of the assignments. (The questions do not appear on the Responder.)
2. Start the Renaissance Responder program (see the steps below).
3. Ask your students to use the Responders or NEO 2 laptops to enter their answers (see page 98).
4. End the session (see page 99).

How to Start a Session



You can't use AccelTest or the 2Know! Toolbar at the same time you use the Renaissance Responder program with Responders or NEO 2 laptops. The Receiver can only work with one program at a time. If you try to use the Renaissance Responder program at the same time you are using AccelTest or the 2Know! Toolbar, the Receiver and the Responders or NEO 2 laptops will only recognize the first program you started.

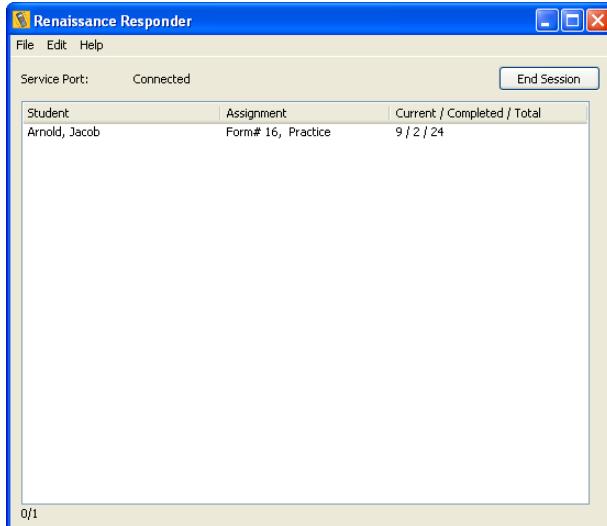
1. Start the program:

- **Windows:** Click Start ▶ Programs ▶ Renaissance Responder ▶ Renaissance Responder.
- **Macintosh:** Open the Applications folder on your hard drive; then, open the Renaissance Responder folder. Double-click **Renaissance Responder**.

If the program can't communicate with the server, click **Server Settings** and enter the server name or IP address. (For Macintosh computers, use the IP address.)

2. Enter the user name and password that you use to log into the Accelerated Math RP software. Then, click **Log In**.

The Renaissance Responder program will start, with the Renaissance Wireless Server Utility running in the background. In the Renaissance Responder program, you can see which students are working on assignments, their form numbers and assignment types, and which items they've completed. For example, in the session shown on the next page, Charlotte is working on a practice. She is working on problem 4 and has completed 3 of the 18 problems on this practice. Students will disappear from the list as they complete the assignments.



How Students Use the Renaissance Responder or NEO 2 Laptop to Enter Their Answers

1. If you are using a Renaissance Responder, press and hold **On/Off** on the Responder for a few seconds to turn it on.
If you are using a NEO 2, press **on/off** to start it. Then, press **applets**. Use the arrow keys to move the cursor down next to **Responder**; then, press **enter**.
2. If you are using a Renaissance Responder and the Responder shows a student name and asks for a PIN (personal identification number), have the student enter the PIN that you are using with AccelTest. Although Accelerated Math does not use this information, the PIN must be entered if you have assigned an owner to the Responder.
3. If you are using a Renaissance Responder, with **Join Session** highlighted in the main menu, press **Select**.
4. The Responder or NEO 2 will either show you a list of Receivers or ask if you want to stay connected to a specific one.
If it shows you a list, use the arrow buttons to move to the server you want to choose. When it is highlighted, press **Select** or **Enter**.
If it asks if you want to stay connected to a specific server, press **yes (True)** on the Renaissance Responder or **Y** for yes on NEO 2, or press **no (False)** on the Responder or **N** for no on NEO 2. After entering your answer, press **Enter**.
5. Enter your form number. Then, press **Enter**.
6. If the Responder or NEO 2 tells you to wait until your assignment is retrieved, press **Enter** again.



Do you have more than one Receiver with the same

name? This can make it hard for students to choose the right one. To find out how to change the name of one Receiver, see the instructions that you received with the classroom response system or the NEO 2 Quick Guide.

7. When the screen shows your name and form number, press **yes (True)** on the Responder or **Y** for yes on NEO 2. (If it shows the wrong name, press **no** on the Responder or **N** on NEO 2.)
8. Press **Enter**.
9. Use the letter keys (**A**, **B**, **C**, and **D**) to enter your answer to each question. Then, press **Enter**.



If the student turns off the Responder or NEO 2 without

finishing, the student can join the session again by following these steps. The assignment will go back to the last problem the student was working on.

You can skip problems and come back to them later. To go to a specific problem, see the options in the table below.

What You Can Do	Buttons to Press on Responder	Keys to Press on NEO 2
Use the arrow keys to go forward and back one question.	Press ? . Then, use the up arrow button to go back one question and the down arrow button to go to the next question. To use the arrow keys to scroll instead, press ? again.	Press ⌘-? . Then, use the up arrow key to go back one question and the down arrow key to go to the next question. To use the arrow keys to scroll instead, press ⌘-? again.
Go to a specific question number.	Press Select , enter the problem number, and press Enter .	Press find , enter the problem number, and press enter .
Go to the end of the question.	—	Press ⌘-↓ .
Go to the beginning of the question.	—	Press ⌘-↑ .

10. When you've answered the last problem, the Responder or NEO 2 asks if you're ready to submit your work. If you are, press **yes (True)** on the Responder or **Y** for yes on the NEO 2. Then, press **Enter**.
11. When the Responder or NEO 2 confirms that the assignment is complete (or asks you to wait while it is saved), press **Enter**. You will be asked to get your TOPS Report at the printer.

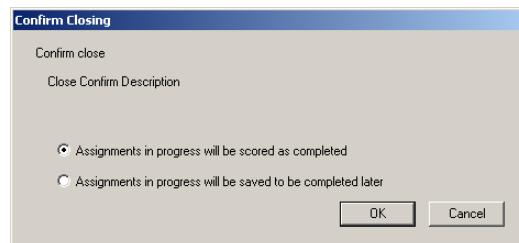
How to End a Session

First, check to see if students have finished entering their answers.

Then, click **End Session**. You will go back to the login.

If some students are still entering their answers, the program asks you whether to score the assignments with the answers

entered so far or save them to be completed later. Click one of the options; then, click **OK**.



USING RENAISSANCE HOME CONNECT WITH ACCELERATED MATH RP

Depending on the license your district has purchased and the settings chosen by your program administrator, you may have access to Renaissance Home Connect. If so, the administrator and teachers will see a Renaissance Home Connect tab on the Home page. If your school has Renaissance Home Connect available, students can score their own *assisted-response* practices and exercises in Renaissance Home Connect if this is allowed by the Accelerated Math Renaissance Home Connect preference for their class (see page 158). Students can also view their progress in Renaissance Home Connect.

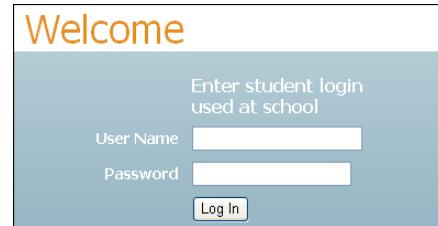
Before students use Renaissance Home Connect, check the following:

- If students use Renaissance Home Connect *at school*, check the computers they will be using as described in the next section to make sure those computers have Adobe Reader and Adobe Flash Player installed. If students will only be using Renaissance Home Connect from their homes, their parents can check their home computers for the necessary software.
- Make sure each student knows the Renaissance Home Connect Web address, which is slightly different from the Renaissance Place URL. This address is available in the informational letter that teachers and administrators can print from the Renaissance Place Home page.
- Make sure the student knows his or her user name and password. This information is available in the Accelerated Math Student Information Report (see page 148).
- If students will be completing assignments in Renaissance Home Connect, make sure they have printed copies of those assignments since the problems aren't shown in Renaissance Home Connect.

How to Make Sure a Computer Has Adobe Flash Player and Adobe Reader

Renaissance Home Connect requires Adobe Flash Player and Adobe Reader. To find out whether a computer has these two free programs, follow these steps:

1. In a Web browser, go to the Renaissance Home Connect address provided by the school. This address is available in the informational letter that teachers and administrators can print from the Renaissance Place Home page.
2. Enter a student's user name and password and click **Log In**.



Welcome

Enter student login used at school

User Name

Password

Log In

3. If you see the student's progress in reading or math, the computer has the necessary software.

If the page you see tells you to upgrade or install free browser software, you need to install Adobe Flash Player and/or Adobe Reader. You may see one or two links, depending on the software you need. Click each link to go to a knowledge base article that tells you what you need and where to download the software. After doing this, log in to Renaissance Home Connect again (or return to the Renaissance Home Connect window if you stayed on the page with the links).

Click **Retry**. Renaissance Home Connect will recognize that you have installed the software.

How Students Use Renaissance Home Connect to Complete Practices and Exercises

If the Renaissance Home Connect preference allows students to score their own *assisted-response* practices and exercises (see page 158), students follow these steps to complete these assignments in Renaissance Home Connect. (Students cannot use Renaissance Home Connect for free-response exercises.)

1. The student gets the printed copy of the assignment.
2. In a Web browser, the student goes to the address provided by the teacher or school. This address is available in the informational letter that teachers and administrators can print from the Renaissance Place Home page.
3. The student enters his or her user name and password and clicks **Log In**.

 **You need Adobe Flash Player and Adobe Reader to use Renaissance Home Connect.** If after logging in you see a page that tells you to upgrade or install free browser software, you may not have these programs. See page 100 for more information.

Welcome

Enter student login used at school

User Name

Password

USING RENAISSANCE HOME CONNECT WITH ACCELERATED MATH RP
How Students Use Renaissance Home Connect to Complete Practices and Exercises

4. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, the student clicks **Practices and Exercises** A.

Renaissance Home Connect™

Miranda Del Castillo | Email Setup | Help | Log Out

math + A

Accelerated Math

Tests Practices & Exercises A

Math Glossary

My Overall Progress
8/1/2008 - 7/31/2009 (52% Complete)

Current Marking Period

Tests 93% average % correct 0 100

Mastered Objectives 2 No Goal Set

Tests Taken: 3 Test Problems Worked: 27 Total Problems Worked: 79

Objectives Ready to Test 5

Objectives Mastered 2 school year to date

Worked Examples

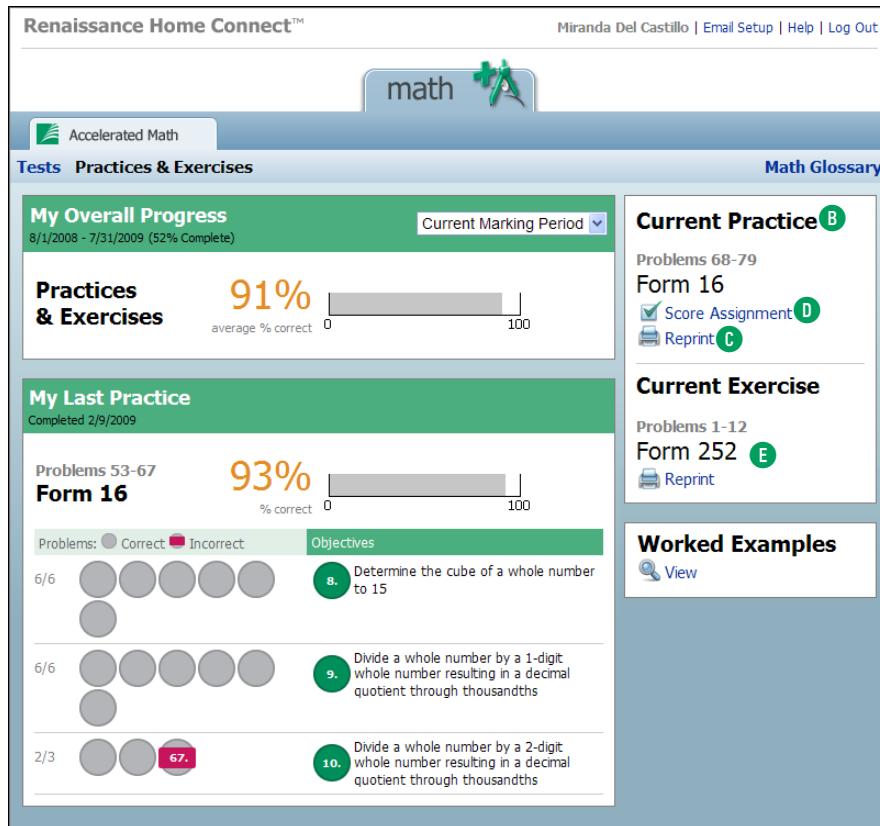
My Last Test
Completed 2/9/2009

Problems 13-27 Form 38 93% % correct 0 100

Problems: Correct Incorrect

Problems	Objectives
3/3	3. Determine the least common multiple of three numbers
3/3	4. WP: Determine the least common multiple of two or more numbers
3/3	5. Apply divisibility rules for 3, 4, 6, and 9
2/3	6. Find the product of three identical factors
3/3	7. Determine the square of a whole number to 15

5. To the right, the student will see information about his or her unscored (outstanding) practice and exercises **B**.



The screenshot shows the Renaissance Home Connect interface. At the top, it says "Renaissance Home Connect™" and "Miranda Del Castillo | Email Setup | Help | Log Out". Below that is a "math" logo with a green plus sign and a red 'A'. The main menu has tabs for "Tests", "Practices & Exercises" (which is selected), and "Math Glossary".

My Overall Progress (8/1/2008 - 7/31/2009 (52% Complete))

Practices & Exercises: 91% (average % correct: 0 to 100)

My Last Practice (Completed 2/9/2009)

Form 16: 93% (average % correct: 0 to 100)

Problems: 6/6 (Correct: 5, Incorrect: 1)

Objectives:

- 8. Determine the cube of a whole number to 15
- 9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths
- 10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths

Current Practice B: Problems 68-79, Form 16. Links: Score Assignment **D**, Reprint **C**.

Current Exercise: Problems 1-12, Form 252 **E**. Link: Reprint.

Worked Examples: View.

The student can reprint an assignment if necessary by clicking **Reprint C**. The assignment will open. If it opens in Adobe Reader, the student clicks the Adobe Reader print button. If it opens in the Macintosh OS 10 Preview program, the student clicks the **File** menu and chooses **Print**. The student clicks **Done** after printing.

If the Renaissance Home Connect preference allows students to score practices and exercises, assisted-response assignments will have a **Score Assignment** link **D** that the student can click to begin. (Free-response assignments like the exercise shown above **E** won't have this link.)

USING RENAISSANCE HOME CONNECT WITH ACCELERATED MATH RP
How Students Use Renaissance Home Connect to Complete Practices and Exercises

6. The student types or clicks the letter that represents his or her answer to each problem. If the student is typing responses, the green highlighting shows which problem the student can enter an answer for next. When the student has finished entering answers, he or she clicks **Score My Responses**.

Renaissance Home Connect™

Score Practice
Assignment Printed 2/9/2009

Form 16	
68.	<input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> Not Answered
69.	<input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D <input type="radio"/> Not Answered
70.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
71.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
72.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
73.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
74.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
75.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
76.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
77.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
78.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered
79.	<input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input checked="" type="radio"/> Not Answered

7. The TOPS Report opens. If it opens in Adobe Reader, the student clicks the Adobe Reader print button **F**. If it opens in the Macintosh OS 10 Preview program, the student clicks the **File** menu and chooses **Print**.

Practice TOPS Report for Miranda Del Castillo
Printed Monday, February 09, 2009 10:21:22AM

School: Maple Academy
Class: G6M, Rossetti
Teacher: C. Rossetti
Grade: 6

Number Correct: 11 / 12 (92%)

Incorrect Responses (1)

Objective	Problem	Your Answer	Correct Answer
10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	79	D	B

Objectives on this Practice (2)

Objective	Results	Overall
9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths	6 / 6 100%	12 / 12 100%
10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths	5 / 6 83%	7 / 9 78%

Overall Progress

Average Percent Correct	Objective Summary
Marking Period (52% Complete) 91	School Year (52% Complete) 91 Ready to Test: 8 Goal for Marking Period: Not Set
Practice %	

8. The student clicks **Done** to close the report **G**.
9. The student clicks **Log Out** in the upper-right corner of the page when he or she has finished using Renaissance Home Connect.

How Students View Their Accelerated Math Progress in Renaissance Home Connect

Students follow these steps to view their Accelerated Math progress in Renaissance Home Connect.

 **Parents can be given the Renaissance Home Connect address and student login information so they can also view the student's progress. Within Renaissance Home Connect, students or parents can also click **Email Setup** to send email invitations to others who may want to view the student's progress.**

1. In a Web browser, the student goes to the address provided by the teacher or school. This address is available in the informational letter that teachers and administrators can print from the Renaissance Place Home page.
2. The student enters his or her user name and password and clicks **Log In**.

Welcome

Enter student login used at school

User Name

Password

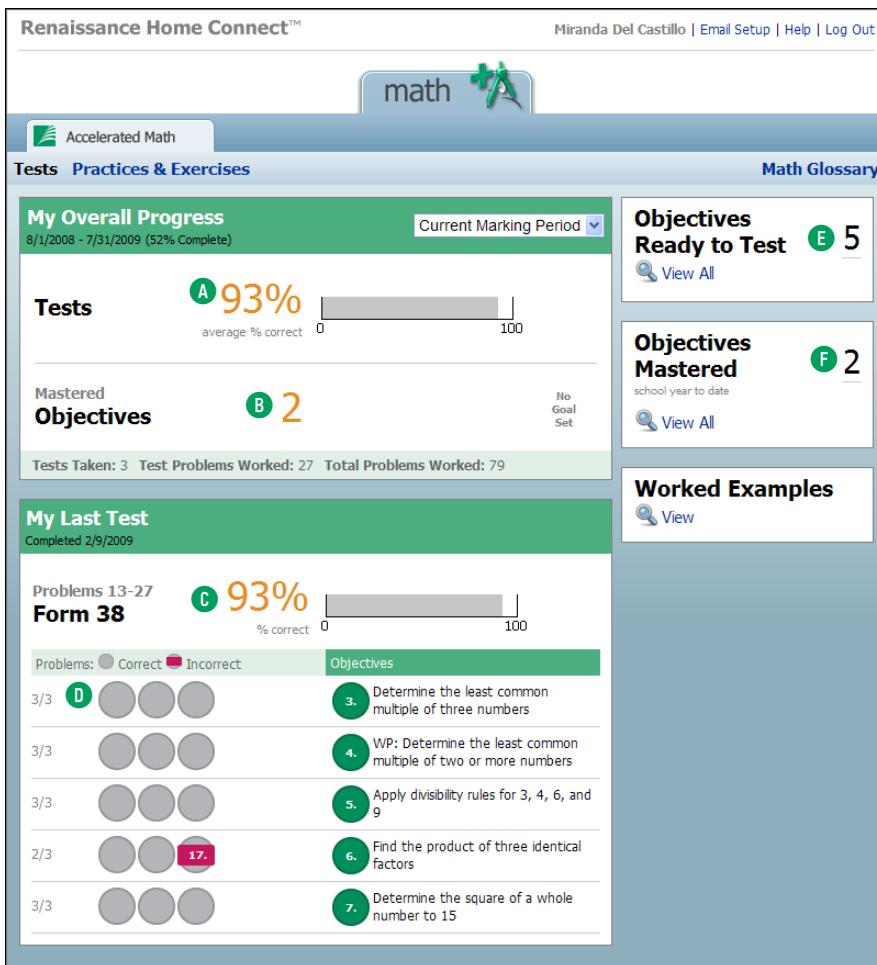
Log In

 **You need Adobe Flash Player and Adobe Reader to use Renaissance Home Connect.** If after logging in you see a page that tells you to upgrade or install free browser software, you may not have these programs. See page 100 for more information.

3. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, the student first sees a summary of his or her work on tests. The tab shows the following:

- the student's overall test percent correct **A**
- the number of mastered objectives (and the progress toward the goal if one is set) **B**
- the overall score for the student's last test **C**
- the score for each objective on that test **D**

To the right, the student can see the number of objectives that are currently ready to test **E** and the number he or she has mastered **F**. The student can click **View All** to view all objectives to test or all objectives mastered.



Renaissance Home Connect™ [Miranda Del Castillo](#) | [Email Setup](#) | [Help](#) | [Log Out](#)

math 

Accelerated Math

Tests Practices & Exercises **Math Glossary**

My Overall Progress
8/1/2008 - 7/31/2009 (52% Complete) Current Marking Period **A** 93%

Tests **B** 2 **C** 93% **D** 2 **E** 5 **F** 2

Mastered Objectives No Goal Set

Tests Taken: 3 Test Problems Worked: 27 Total Problems Worked: 79

My Last Test
Completed 2/9/2009

Problems 13-27 **C** 93% **D** 2 **E** 5 **F** 2

Form 38 **C** 93% **D** 2 **E** 5 **F** 2

Problems: Correct Incorrect Objectives

3/3	D 2	3. Determine the least common multiple of three numbers
3/3	1	4. WP: Determine the least common multiple of two or more numbers
3/3	1	5. Apply divisibility rules for 3, 4, 6, and 9
2/3	1	6. Find the product of three identical factors
3/3	1	7. Determine the square of a whole number to 15

Objectives Ready to Test **E** 5 [View All](#)

Objectives Mastered **F** 2 school year to date [View All](#)

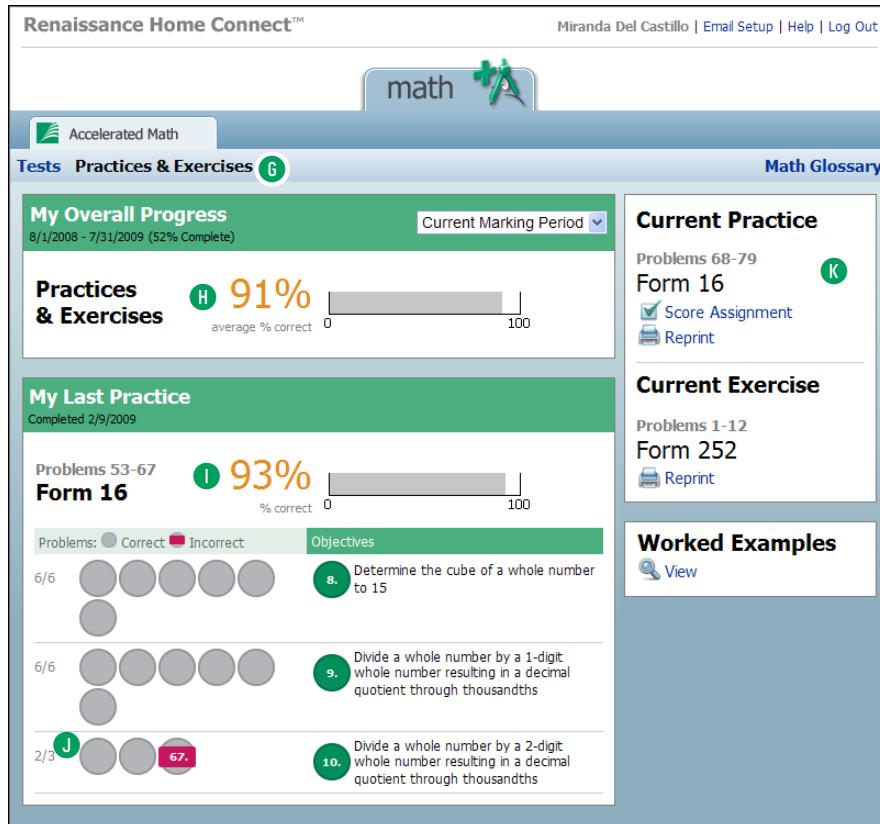
Worked Examples [View](#)

USING RENAISSANCE HOME CONNECT WITH ACCELERATED MATH RP
How Students View Their Accelerated Math Progress in Renaissance Home Connect

4. If the student wants to view information about practices and exercises, the student clicks **Practices and Exercises** just under the Accelerated Math tab **G**. After doing this, the student can see the following information:

- his or her overall average percent correct for practices and exercises **H**
- the score for the last practice assignment **I** as well as how many problems he or she answered correctly for each objective and which answers were incorrect **J**

To the right, the student can see the form number for each current practice and exercise **K**. The student may have the option of reprinting or scoring the assignment, depending on the assignment type and the settings for the class Renaissance Home Connect preference (see page 158).



The screenshot shows the Renaissance Home Connect interface for Accelerated Math. At the top, it says "Renaissance Home Connect™" and "Miranda Del Castillo | Email Setup | Help | Log Out". The Accelerated Math tab is selected. Below the tabs, there are sections for "My Overall Progress" and "My Last Practice".

My Overall Progress: Shows "Practices & Exercises" with an average of 91% correct. A progress bar is shown from 0 to 100.

My Last Practice: Shows "Problems 53-67 Form 16" with a score of 93%. A progress bar is shown from 0 to 100. Below this, there are three rows of objectives, each with a correct/incorrect status and a green circle indicating completion.

Current Practice: Shows "Problems 68-79 Form 16" with a green circle and a "Score Assignment" link. A "Reprint" link is also present.

Current Exercise: Shows "Problems 1-12 Form 252" with a green circle and a "Reprint" link.

Worked Examples: Shows three examples with green circles and "View" links.

5. The student clicks **Log Out** in the upper-right corner of the page when he or she has finished using Renaissance Home Connect.

How Students View Worked Examples in Renaissance Home Connect

For some objectives, Accelerated Math has worked examples, which show students the steps required to solve a sample problem and the answer. Students follow these steps to see worked examples.

1. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, students click **View A** under Worked Examples while viewing either test or practice and exercise information.

Renaissance Home Connect™

Miranda Del Castillo | Email Setup | Help | Log Out

math

Accelerated Math

Tests Practices & Exercises Math Glossary

My Overall Progress
8/1/2008 - 7/31/2009 (52% Complete) Current Marking Period

Tests 93% average % correct 0 100

Mastered Objectives 2 No Goal Set

Tests Taken: 3 Test Problems Worked: 27 Total Problems Worked: 79

My Last Test
Completed 2/9/2009

Problems 13-27 Form 38 93% % correct 0 100

Problems: Correct Incorrect

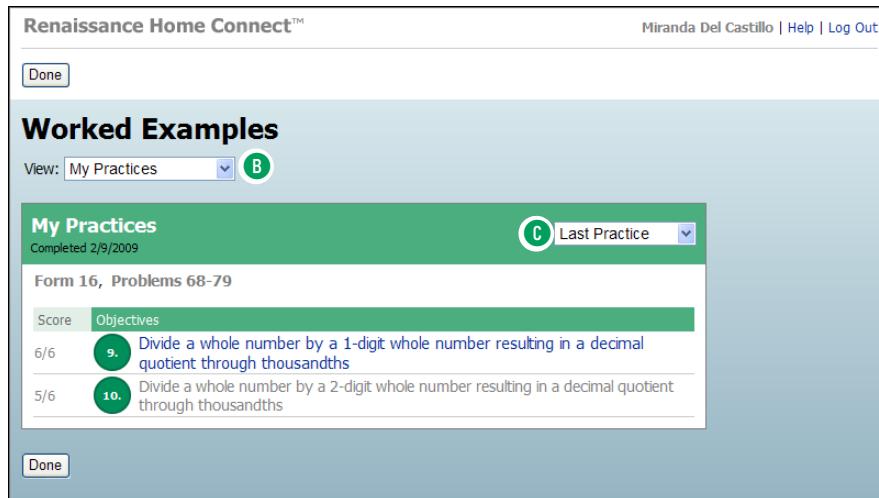
Objectives
3. Determine the least common multiple of three numbers
4. WP: Determine the least common multiple of two or more numbers
5. Apply divisibility rules for 3, 4, 6, and 9
6. Find the product of three identical factors
7. Determine the square of a whole number to 15

Objectives Ready to Test 5

Objectives Mastered 2

Worked Examples

2. The Worked Examples page shows the objectives from the student's last practice, but the student can use the drop-down lists to find other objectives. When the student finds an objective for which he or she wants to see a worked example, the student clicks the objective name.



Renaissance Home Connect™

Miranda Del Castillo | Help | Log Out

Done

Worked Examples

View: My Practices B

My Practices

Completed 2/9/2009

C Last Practice

Form 16, Problems 68-79

Score	Objectives
6/6	9. Divide a whole number by a 1-digit whole number resulting in a decimal quotient through thousandths
5/6	10. Divide a whole number by a 2-digit whole number resulting in a decimal quotient through thousandths

Done

B Use this drop-down list to choose whether to see objectives from your practices, exercises, or tests, objectives you've mastered, or all objectives.

C When this drop-down list is available, use it to choose whether to see objectives from your last or current practice or exercise, objectives from your last test, or objectives that you are ready to take a test for. The options available depend on what you chose in the first drop-down list.

3. When students find an objective that they'd like to see a worked example for, they click the objective name. *Not all objectives have worked examples*; only objective names that are links have them.

4. The next page will show a sample problem, the steps required to solve it, and the answer. If students want to print or save the example, they can click **Print or Save** .

Renaissance Home Connect™

Miranda Del Castillo | Help | Log Out

Done

Worked Examples

Objective 9

 Print or Save 

PROBLEM
Divide: $33 \div 8$

STEP 1
Divide the whole numbers.

$$\begin{array}{r} 4 \\ 8 \overline{)33} \\ -32 \\ \hline 1 \end{array}$$

There is a remainder, so the quotient will contain a decimal part.

STEP 2
Place decimal points at the end of the dividend and the quotient. Add three zeros after the decimal point in the dividend to allow for division to the thousandths place if necessary.

$$\begin{array}{r} 4.125 \\ 8 \overline{)33.000} \\ -32 \\ \hline 10 \\ -8 \\ \hline 20 \\ -16 \\ \hline 40 \\ -40 \\ \hline 0 \end{array}$$

STEP 3
Continue to divide.

ANSWER
 $33 \div 8 = 4.125$

5. When students choose to print or save a worked example, it opens in Adobe Reader or in Preview within the browser window. If Adobe Reader is installed, use the Adobe Reader buttons **E** to print or save the worked example. If the worked example opens in Preview, right-click within the example window and choose **Print Frame** from the menu that appears.

The screenshot shows a worked example for dividing 33 by 8. The title of the example is "DIVIDE A WHOLE NUMBER BY A 1-DIGIT WHOLE NUMBER RESULTING IN A DECIMAL QUOTIENT THROUGH THOUSANDTHS". The problem is "Divide: 33 ÷ 8".

STEP 1: Divide the whole numbers.

$$\begin{array}{r} 4 \\ 8 \overline{)33} \\ -32 \\ \hline 1 \end{array}$$

There is a remainder, so the quotient will contain a decimal part.

STEP 2: Place decimal points at the end of the dividend and the quotient. Add three zeros after the decimal point in the dividend to allow for division to the thousandths place if necessary.

$$\begin{array}{r} 4. \\ 8 \overline{)33.000} \\ -32 \\ \hline 10 \\ -8 \\ \hline 20 \\ -16 \\ \hline 40 \\ -40 \\ \hline 0 \end{array}$$

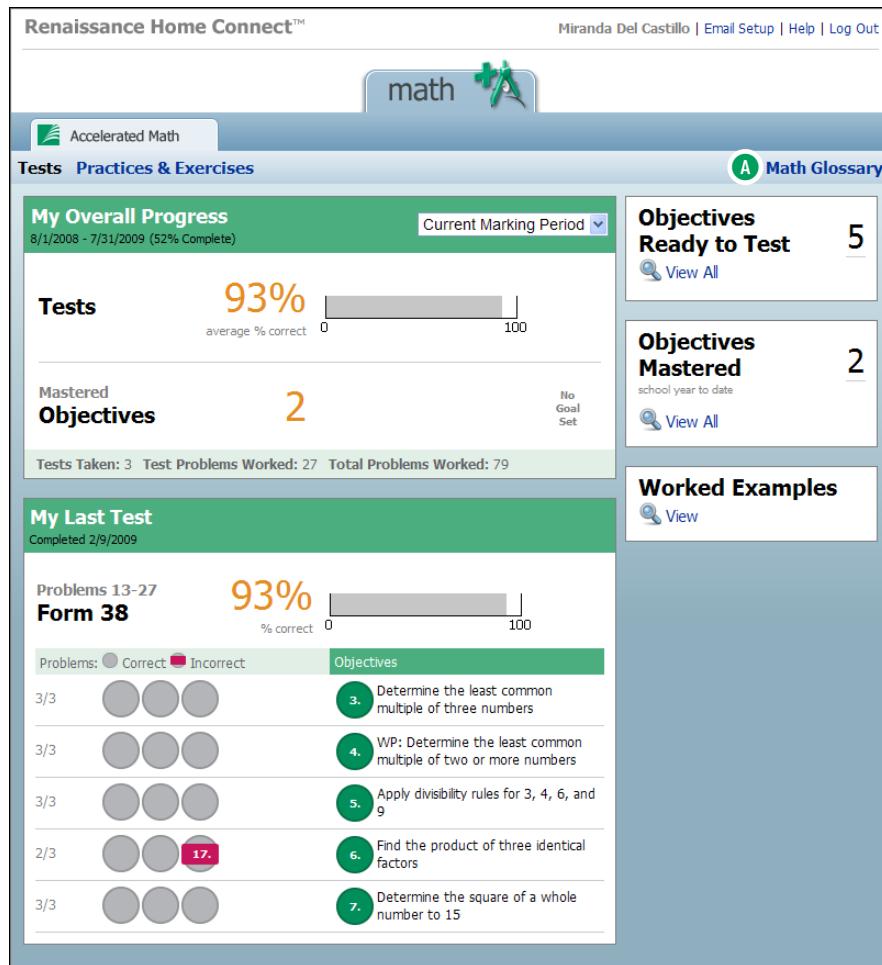
STEP 3: Continue to divide.

$$\begin{array}{r} 4.125 \\ 8 \overline{)33.000} \\ -32 \\ \hline 10 \\ -8 \\ \hline 20 \\ -16 \\ \hline 40 \\ -40 \\ \hline 0 \end{array}$$

How Students Use the Math Glossary

Renaissance Home Connect also includes a math glossary, which students can use to find definitions of some terms used in their Accelerated Math assignments. Students follow these steps:

1. On the math tab in Renaissance Home Connect, on the Accelerated Math tab, students can click **Math Glossary A** while viewing either test or practice and exercise information.



The screenshot shows the Renaissance Home Connect interface. At the top, it says "Renaissance Home Connect™" and "Miranda Del Castillo | Email Setup | Help | Log Out". Below that is a "math" tab with a green "A" icon. The main menu has "Accelerated Math" selected, and "Tests Practices & Exercises" are shown. On the right, there's a sidebar with "Math Glossary" (highlighted with a green circle and "A"). The main content area shows "My Overall Progress" (8/1/2008 - 7/31/2009 (52% Complete)) and "Current Marking Period". It displays "Tests" (93%, average % correct) and "Mastered Objectives" (2, No Goal Set). Below that is "My Last Test" (Completed 2/9/2009) for "Problems 13-27 Form 38". It shows "93%" correct and a progress bar. It lists "Problems: 3/3" with 3 circles (all correct), "3/3" with 3 circles (all correct), "3/3" with 3 circles (all correct), "2/3" with 2 circles (1 correct, 1 incorrect), and "3/3" with 3 circles (all correct). To the right, it shows "Objectives Ready to Test" (5) and "Objectives Mastered" (2). At the bottom, there's a "Worked Examples" section with a "View" link.

2. On the Math Glossary page, there are a few ways to find a term:

B To search for a term, enter it here, and then click **Go**. If Accelerated Math finds matching terms, those terms will be listed with brief definitions. Click a term to see a full definition.

C Click a letter to see all available terms that begin with that letter, or click **View All** to see a list of all the terms in the glossary.

D Click the **Grade** drop-down list to choose the grade ranges for which you want to see definitions, or choose **All Grades**.

3. Click a term to see the full definition. You can then click the speaker icon (E) to hear the pronunciation. If the definition has a **Play** button (F), click it to see an animation that helps explain the term.

4. If you want to see the results of your previous search again, click **Return to Search** (6 on the previous page). If not, click **Done** to go back to the progress screens in Renaissance Home Connect.

Differences between Renaissance Home Connect and Parent Login

Renaissance Home Connect and Parent Access are two services school districts may offer to their students, parents, and guardians.

Renaissance Home Connect

- Renaissance Home Connect is used by students, but may also be used by parents or to send updates to others.
- The school district decides if Renaissance Home Connect will be used or not.
- A district administrator enables or disables Renaissance Home Connect.
- Renaissance Home Connect uses a unique URL/Web address (different from the one used by parents to log in to Renaissance Place).
- Teachers send an informational letter home with students to help students and parents get started.
- Parents or students may specify up to six email addresses to receive updates on the student's progress.
- Students use to view their Accelerated Math progress, view sample problems, and use the math glossary. (They can also use it to view Accelerated Reader progress and to search for books, and they can use it to practice MathFacts in a Flash skills.)

Parent Access to Renaissance Place

- This option is used by parents only.
- The school district decides if Parent Access will be used or not, mainly by deciding whether to add parents and provide them with their login information. For some districts, the Parent login link may be removed upon request.
- A district or school administrator can add parents to the program and/or allow parents to request access (as long as the parents have the correct server address).
- Parents go to the same URL/Web address that teachers, administrators, staff, and students use in school (different from the one used by Renaissance Home Connect). However, parents do not see the information that school personnel see.
- Parents access reports of student progress in each program.
- If a parent has more than one child in the school district, Parent Access provides information about each child.

EXTENDED RESPONSE ASSIGNMENTS

Symbols on the Extended Response Pages

The Extended Response section of the software uses these symbols for each completed assignment:

Symbol	Name	What It Means
(None)	Unassigned	The assignment has not been assigned to the student.
	Passed	The student's percent correct score is high enough to pass the assignment. The score appears next to the symbol. The Extended Response preference sets the passing percentage; see page 154.
	Failed	The student's percent correct score was below the passing percentage. The score appears next to the symbol. The Extended Response preference sets the passing percentage; see page 154.

How Extended Response Assignments Work

 *For extended response assignments, you can't use the Renaissance Responder, NEO 2, or Renaissance Home Connect.*

1. The teacher prints an extended response assignment for the student.
2. The student completes the assignment.
3. The teacher scores the assignment, which is then marked Passed () or Failed (). The Extended Response preference sets the passing percentage; see page 154. You can reprint the assignment if you want the student to try again.

Viewing the Extended Response Page for a Class

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Each class has its own Extended Response page, where teachers choose an objective list (see page 38) and print and score extended response assignments. Follow these steps to view the Extended Response page for a specific class:

1. Click **Extended Response** in the list of Accelerated Math tasks on the Home page.
2. If necessary, select your school and class from the drop-down lists **A**.

Student	Outstanding	Last Printed Assignment
Camacho, Luis	1	1. Proportions, percents
Duncan, Morgan	1	2. Age, dates, convert
Gordon, Jonathan	1	1. Proportions, percents
Johnson, Myra	1	2. Age, dates, convert
Lee, Joshua		1. Proportions, percents
Ming, Li	2	2. Age, dates, convert
Paul, Lukas	1	1. Proportions, percents
Richmond, Tyrone	1	2. Age, dates, convert
Schmidt, Kathy	1	1. Proportions, percents
Waters, Kendra	1	1. Proportions, percents

A Use the drop-down lists to choose the school and class if necessary.

B The Outstanding column shows you how many assignments each student is working on. These are the assignments that have been printed, but not scored.

C The Last Printed Assignment column shows you which extended response objective the student is working on.

D The left column lists the tasks you can perform. Be sure to select students before printing assignments or transferring student data.

Printing or Reprinting Extended Response Assignments

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.



Install Plug-In message. If you see this message in red on your Extended Response page, you need the Renlearn Print Plug-In to print assignments. (See page 64.)

1. View the Extended Response page for the class. See page 116.
2. Check the box next to each student who needs an assignment **A**. To select all students in the class, check the box next to Student at the top of the column.

Student	Outstanding	Last Printed Assignment
Camacho, Luis	1	1. Proportions, percents
Duncan, Morgan	1	2. Age, dates, convert
Gordon, Jonathan	1	1. Proportions, percents
Johnson, Myra	1	2. Age, dates, convert
Lee, Joshua	1	1. Proportions, percents
Ming, Li	2	2. Age, dates, convert
Paul, Lukas	1	1. Proportions, percents
Richmond, Tyrone	1	2. Age, dates, convert
Schmidt, Kathy	1	1. Proportions, percents
Waters, Kendra	1	1. Proportions, percents

3. Click **Print** on the left side of the page **B**.
4. Check each item that you want to print—the assignment itself and/or the answer key. To check the boxes, click in them. (See **C** on the next page.)
5. Find the objectives for which you want to print assignments, and check the box next to each of those objectives.

Page with one student selected

Legend

ADMINISTRATOR USER, District 2008 - 2009
Manuals | Help | Log Out

Print Assignment
Select the cell(s) and items to print

Student: Luis Camacho

Items to Print

Assignment **C**

Answer Key

Objectives
(1-20 of 100)

<< Previous **D** Next >>

Select	Objective	F	Library
<input checked="" type="checkbox"/> I	1. Proportions, percents		Grade 6 Ext Resp
<input checked="" type="checkbox"/>	2. Age, dates, convert		Grade 6 Ext Resp
<input type="checkbox"/>	3. Calculate time		Grade 6 Ext Resp
<input type="checkbox"/>	4. Calculate elapsed time with fractions, decimals and percents		Grade 6 Ext Resp

Page with multiple students selected

Legend

ADMINISTRATOR USER, District 2008 - 2009
Manuals | Help | Log Out

Print Assignment
Select the cell(s) and items to print

Objective Details

1 Proportions, percents	H	Grade 6 Ext Resp
2 Age, dates, convert		Grade 6 Ext Resp
3 Calculate time		Grade 6 Ext Resp
4 Calculate elapsed time with fractions, decimals and percents		Grade 6 Ext Resp
5 Patterns using multiples		Grade 6 Ext Resp

Items to Print

Assignment **C**

Answer Key

Objectives
1-10 of 100 objectives

<< Previous **D** Next >>

Student	Objectives	G	F
Camacho, Luis	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/>		
Lee, Joshua	<input checked="" type="checkbox"/> I <input checked="" type="checkbox"/>		

Student Capacity Limit: If you have reached the student capacity limit for Accelerated Math, you can't print assignments for students who haven't already completed Accelerated Math work. This page will show you which students can't receive assignments.

- C** Check each item that you want to print or reprint: the assignment and/or the answer key.
- D** You'll see part of the class objective list. Click **Next >>** and **<< Previous** to move forward and back through the objective list.
- E** Another way to go to another part of the list is to move the vertical scroll bar (if you chose just one student) or use the drop-down list (if you chose more than one student).
- F** To search for specific objectives, click the magnifying glass. In the window that opens, type key terms in the objectives; then, click
- G** If you selected more than one student, you can check the box at the top of a column to choose the same objective for all the students. Move your mouse over the number to see a description, or scroll through the descriptions at the top of the page.
- H** Click this icon to see the problem for an objective.
- I** The symbols show you which assignments the student passed () and failed ()

 **If you don't have the Renlearn Print Plug-In, you will see a message on the View Assignment page. See page 64 for more information.**

6. Click **Print**.
7. The assignment will either print directly or open in Adobe Reader. The Printing preference (page 157) sets how assignments are printed for your class.
 - If you are previewing the assignment, click the Adobe Reader print button (**not** the browser's print function) to print the assignments.
 - If you are printing assignments directly to the printer, Accelerated Math will notify you when the assignments have been printed.

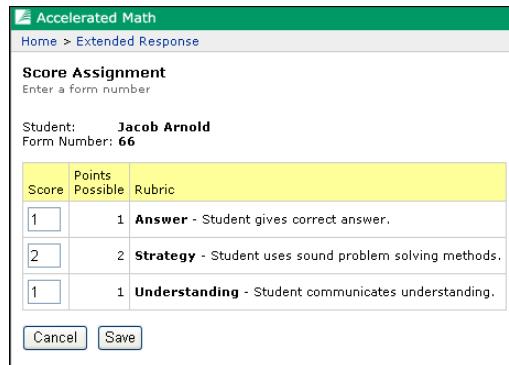
Scoring or Rescoring Extended Response Assignments

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.

1. View the Extended Response page for the class. See page 116.
2. Do one of the following:
 - Click **Score** on the left side of the page. Enter the student's form number and click **Score** (for unscored assignments) or **Rescore** (for assignments that have been scored before).
 - Click the student's name to see the student's details. Then, click **Score** in the row for an unscored assignment or **Rescore** in the row for a scored assignment.
3. Enter the number of points that you want to award the student for each category. For guidance, consult the answer key that you printed with the assignment. (To reprint the answer key, see page 117.)



Score	Points Possible	Rubric
1	1	Answer - Student gives correct answer.
2	2	Strategy - Student uses sound problem solving methods.
1	1	Understanding - Student communicates understanding.

4. Click **Save**.
5. If you entered a form number, on the next page you can enter another form number and click **Score** or **Rescore**, or you can click **Done**. TOPS Reports will be printed for each scored or rescored assignment.

Transferring Extended Response Assignment Data from Other Classes

When you transfer a student's data in the Assignment Book, you are also transferring the extended response assignment data. See page 55. You can click the **Transfer Student Data** link in either the Assignment Book or the Extended Response page.

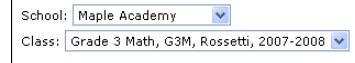
Viewing Extended Response Problems

Who Can Do This?

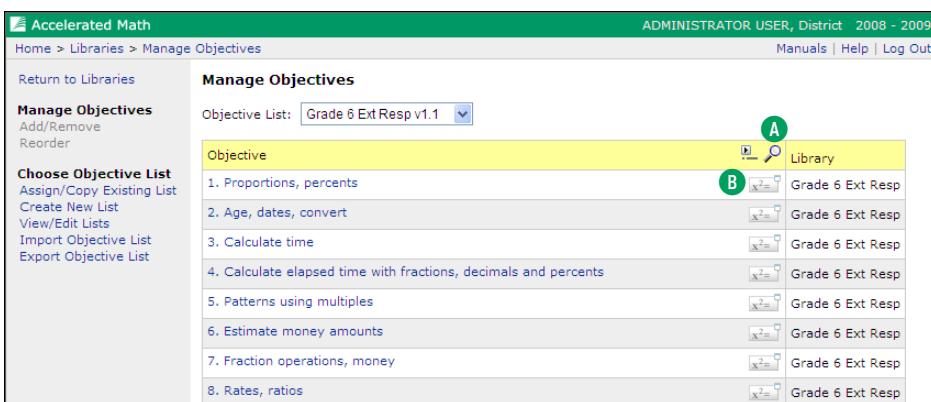
- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

By following the steps below, you can view a sample problem for one objective. (Some objectives don't have sample problems available.)

1. On the Home page, click **Extended Response or Libraries**.
2. Select the school from the **School** drop-down list if necessary.
3. If you went to the Extended Response page, select the class from the **Class** drop-down list if necessary.

4. Click **Manage Objectives** on the left side of the page.
5. If you came from the Libraries page, choose the objective list from the drop-down list. All objectives from that list will be listed, and you can scroll through them.
To search for specific objectives, click the magnifying glass **A**. In the window that opens, type key terms in the objectives; then, click Search. The list will show only the objectives that matched your search; to see all objectives again, click **Show All** under "Library."
6. Find the objective; then, click its name.

 You can also choose to see the problems when you print extended response assignments. If you're printing assignments for multiple students, click the icon next to the description of an objective at the top of the page. If you're printing assignments for one student, click the objective name; then, click **Example** on the Objective Detail page.



7. Click the icon after the objective description **B**. The sample problem will open in a separate window; you may need to scroll to see all of it. You can print the sample problem as you would any Web page. When you've finished viewing the sample problem, close the window.

Printing Reports from the Extended Response Page

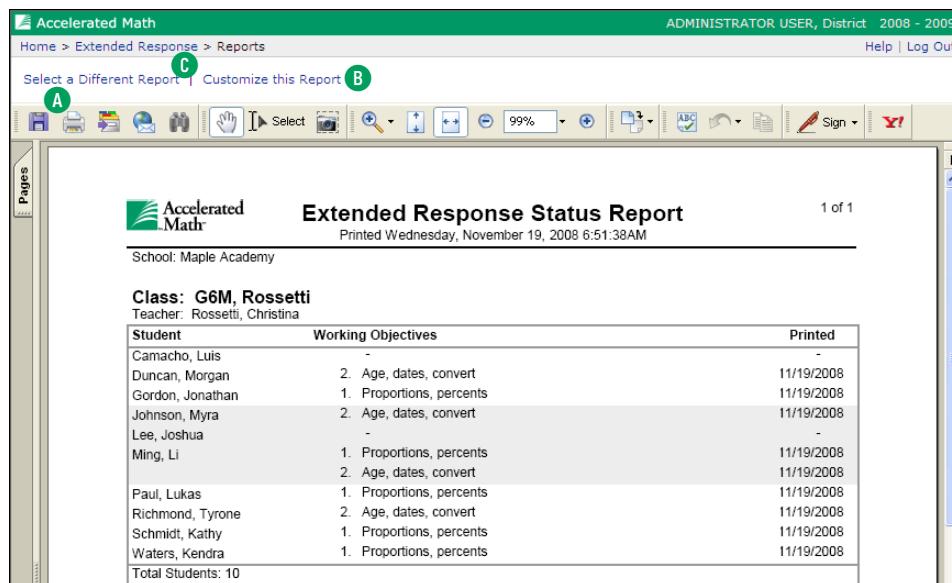
How to Print the Extended Response Diagnostic or Status Report

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. View the Extended Response page for the class. See page 116.
2. Click the name of the report (**Extended Response Diagnostic** or **Extended Response Status**) on the left side of the page.
3. The Report Progress page will appear until the report is ready. Then, the report will open in Adobe Reader, either within your browser window or a separate window.



The screenshot shows the Accelerated Math software interface. The top navigation bar includes 'Home', 'Extended Response', 'Reports', 'Help', and 'Log Out'. The left sidebar has a 'Pages' section and a 'Select' button. The main content area displays the 'Extended Response Status Report' for the class 'G6M, Rossetti'. The report is dated 'Wednesday, November 19, 2008 6:51:38AM' and shows 10 students. The table columns are 'Student', 'Working Objectives', and 'Printed'. The 'Printed' column shows dates from 11/19/2008. The report ends with 'Total Students: 10'.

A Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function. If the report opened in the Macintosh OS X Preview program, click the **File** menu and choose **Print**.

B These links let you customize the report or choose a different Accelerated Math report.

C Click **Extended Response** in the navigation bar to go back to the Extended Response page.



You can also print these reports from the Reports page.

See page 138.

How to Print the TOPS Report on the Extended Response Page

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

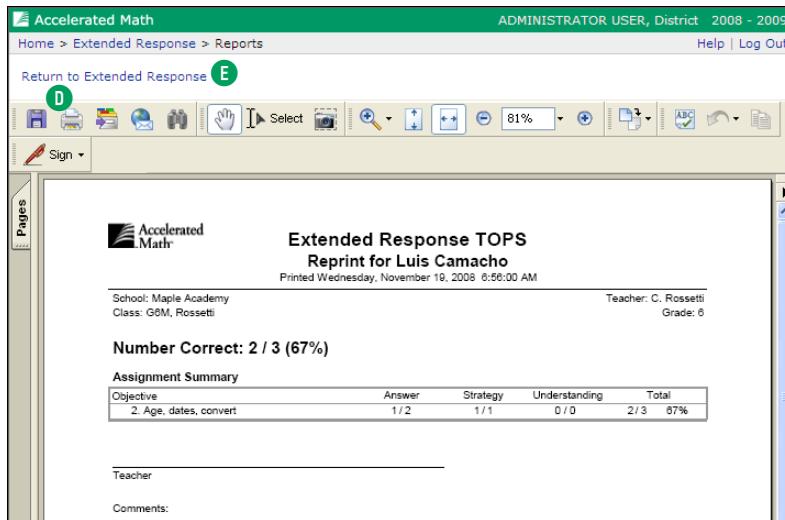
1. View the Extended Response page for the class. See page 116.
2. Check the box next to each student who needs a TOPS Report reprinted **A**. To select all students in the class, check the box next to Student at the top of the column.

Student	Outstanding	Last Printed Assignment
Camacho, Luis	1	4. Calculate elapsed time with fractions, decimals and percents
Duncan, Morgan	1	2. Age, dates, convert
Gordon, Jonathan	1	1. Proportions, percents
Johnson, Myra	1	2. Age, dates, convert
Lee, Joshua	2	3. Calculate time
Ming, Li	2	2. Age, dates, convert
Paul, Lukas	1	1. Proportions, percents
Richmond, Tyrone	1	2. Age, dates, convert
Schmidt, Kathy	1	1. Proportions, percents
Waters, Kendra	1	1. Proportions, percents

3. Click **Extended Response TOPS** **B** on the left side of the page.
4. If you chose just one student, the next page will show you the assignments that the student has completed. Click **Reprint TOPS** in the row for the assignment **C**. If you chose more than one student, go to the next step; Accelerated Math will print each student's most recent TOPS Report.

Form Number	Date Scored	Date Printed	Score	Objective	Actions
195	11/19/2008	11/19/2008	3/3 (100%)	4. Calculate elapsed time with fractions, decimals and percents	Reprint TOPS
151	11/19/2008	11/19/2008	2/3 (67%)	2. Age, dates, convert	Reprint TOPS C
167	11/19/2008	11/19/2008	5/5 (100%)	3. Calculate time	Reprint TOPS
16	11/19/2008	11/19/2008	4/4 (100%)	1. Proportions, percents	Reprint TOPS

5. The Report Progress page will appear until the report is ready. Then, the report will open in Adobe Reader, either within your browser window or a separate window.



The screenshot shows the Accelerated Math software interface. At the top, it says "Administrator User, District 2008 - 2009" and "Help | Log Out". Below the menu bar, there are several icons: a folder (D), a magnifying glass, a hand, a camera, a "Select" button, a search icon, a double arrow, a plus sign, a minus sign, a 81% zoom icon, a document icon, a "Print" icon, a "Save" icon, a "Print Preview" icon, and a "Print" icon. A "Sign" button is also present. The main content area is titled "Extended Response TOPS" and "Reprint for Luis Camacho". It shows the date "Printed Wednesday, November 19, 2008 6:56:00 AM". Below this, it says "School: Maple Academy" and "Class: G6M, Rossetti". To the right, it says "Teacher: C. Rossetti" and "Grade: 6". A progress bar indicates "Number Correct: 2 / 3 (67%)". Below this is an "Assignment Summary" table:

Objective	Answer	Strategy	Understanding	Total
2 Age, dates, convert	1 / 2	1 / 1	0 / 0	2 / 3 67%

Below the table, there are fields for "Teacher" and "Comments".

D Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function. If the report opened in the Macintosh OS X Preview program, click the **File** menu and choose **Print**.

E Click this link to go back to the Extended Response page.

Deleting Extended Response Assignments

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.

By following these steps, you can delete unscored assignments, but you cannot delete assignments that have been completed (scored).

1. View the Extended Response page for the class. See page 116.
2. Click the student's name to view student details.
3. In the list of outstanding (unscored) assignments, click **Delete** in the row for the assignment **A**.

The screenshot shows the Accelerated Math software interface. At the top, it says "Accelerated Math" and "ADMINISTRATOR USER, District 2008 - 2009". There are links for "Manuals | Help | Log Out". Below that, it says "Student Detail" and "View details for the student's current and past assignments". It shows a "Return to Extended Response" link and a "Legend". The student's name is "Student: Luis Camacho".

Outstanding Assignments

Objective	Form Number	Date Printed	Actions
5. Patterns using multiples	202	11/19/2008	Delete Reprint Score

A green circle with the letter "A" is placed over the "Delete" link in the first row of the table.

Recent Assignments

Objective	Form Number	Score	Date Scored	Actions
4. Calculate elapsed time with fractions, decimals and percents	195	3/3 (100%)	11/19/2008	Rescore Reprint TOPS
2. Age, dates, convert	151	2/3 (67%)	11/19/2008	Rescore Reprint TOPS
3. Calculate time	167	5/5 (100%)	11/19/2008	Rescore Reprint TOPS
1. Proportions, percents	16	4/4 (100%)	11/19/2008	Rescore Reprint TOPS

Student Objectives
(1-20 of 100)

Status	Objective	Score
✓	1. Proportions, percents	4/4 (100%)
✓	2. Age, dates, convert	2/3 (67%)
✓	3. Calculate time	5/5 (100%)
✓	4. Calculate elapsed time with fractions, decimals and percents	3/3 (100%)
▶	5. Patterns using multiples	
▶	6. Estimate money amounts	

<< Previous [Next >>](#)

TEAMS AND GOALS

About Goals

In Accelerated Math, you can set two types of student goals:

- **Objective Goal:** This is the number of objectives that you would like each student to master during the time period you select.
- **Test Percent Correct Goal:** This is the student's average percent correct on tests during the time period.

Goals are necessary if you want to use teams. Team results and standings are based on each team member's progress toward his or her goals.

The Goal History Report shows your students' progress toward goals. The Team Status and Team Standings Reports show team progress.

Setting Goals

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.



Class marking periods aren't just the marking periods that have been added for your school; they're the ones you've selected for your class. You can choose them here or in the Class Marking Periods preference for your class; see page 153.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the **School** drop-down list.

School:

3. Click **Manage Goals** on the left side of the page.
4. If necessary, select your class from the **Class** drop-down list on the Manage Goal page.
5. If there is a **Class Marking Period** drop-down list, select a class marking period (or **All Class Marking Periods**).

If there is no drop-down list, click **Select Class Marking Periods**. On the next page, click **Select** next to each marking period that you want to use for goals. (You can't choose overlapping marking periods.) Then, click **Save**. On the Manage Goal page, choose the class marking period that you'd like to set goals for.



 **Math Goal-Setting Chart.** To find this chart, click **Resources** in the list of Accelerated Math tasks on your Home page. Then, click **Forms and Charts** and click **Math Goal-Setting Chart**.

6. Enter an Objective Goal and a Test % Correct Goal for each student. Choose appropriate goals for the size of the marking period. (The Math Goal-Setting Chart in the Resources can help you set the objective goals.) Note that the test percent correct goal must be at least 85%.

 Accelerated Math

Home > Teams & Goals

Manage Goal
Select the class and marking period to set goals for, and then enter the students' goals.

Class:

Class Marking Period:

Select Class Marking Periods

Student	Objective Goal	Test % Correct Goal	Student	Objective Goal	Test % Correct Goal
Arnold, Jacob	75	87	Ling, Lin Yao	75	87
Brooks, Matthew	65	85	Mitchell, D'shon	75	87
Davis, Rebekah	75	88	Randall, Jason	70	85
Espinosa, Johanna	75	87	Smith, Olivia	75	87
Greene, Nathan	75	86	White, Bianca	72	85
Khang, Bao	75	87			

7. Click **Save** to save the goals.
8. Click **Done** to leave the page.

About Teams and Team Sets

Each team is a part of a team set. Use a team set to group together teams whose progress you want to compare. For example, a team set could include teams for the same class, teacher, or grade.

Team sets have an owner, who has full control over the structure of the team set. Teachers can change team sets they own. School administrators can change any team set in their school. District administrators can change any team set for any school.

Adding Team Sets

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete

3. Click **Add Team Set** on the left side of the page **B**.
4. Enter the team set name; then, click **Add**. Your new team set will be added to the list on the right side of the page.

Team Set Name	Owner
Grade 3 Teams	USER, ADMINISTRATOR

5. Click **Done**.
6. Go on to page 128 to add the teams for the set.

Adding Teams to a Set

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	0	0	Manage Teams Edit Delete

3. Click **Manage Teams** in the row for the team set that needs new teams **B**. The next page will list the teams in the set.
4. Click **Add Team**.
5. Enter a new team name; then, click **Add**. Your new team will be added to the list on the right side of the page. Repeat this step for each team.

6. Click **Done** to leave this page.

Assigning Students to Teams

You can automatically divide students among teams or manually select the students who will be assigned to each team.

How to Automatically Divide Students Among Teams

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.
3. Click **Manage Teams** in the row for the team set that needs students assigned to teams **B**. The next page will list the teams in the set.
4. Click **Auto Team Select**.
5. If the program notifies you that there are no students in your teams, click **OK**; then, on the next page, check the box next to each class you want to include and click **Done**.
6. If you want to make changes on the Change Enrollment Page, click each student's team drop-down list and choose a different team. If you make changes, click **Save**.
7. When you have finished, click **Done**.

How to Manually Select Students for Each Team

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

- Click **Manage Teams** in the row for the team set that needs students assigned to teams **B**. The next page will list the teams in the set.
- Click **Add/Remove Students** in the row for a team.
- To add a student to the team, search for the student, check the box next to the student's name, and click **< Add**. To remove a student from the team, click **Remove** in the list on the left side of the page, or click **Remove All** at the top of the column to remove all students.

The screenshot shows the 'Add/Remove Students' page for the 'Gold Team' in 'Grade 6 Teams'. The interface includes:

- Team Set:** Grade 6 Teams
- Team:** Gold Team
- Enrolled Students:** Brooks, Jamal; Del Castillo, Miranda
- Search for Student:** Fields for First Name, Last Name, ID, Grade, and Class, with a 'Search' button.
- Results:** A table showing 22 students found, with a checkbox next to each student's name. The table columns are Student, Grade, ID, and Class.

Annotations:

- C:** Points to the 'Gold Team' label.
- D:** Points to the 'Search for Student' search bar.
- E:** Points to the search results table.
- F:** Points to the checkbox column in the search results table.

- These students are on the team (or will be when you click **Save**).
- Enter student information and click **Search** to search for a student. You don't need to enter all the information or entire names to find a student. If you select just the grade or class, the search will find all of your students in that grade or class.
- If the search results list is long, click **Next >>** and **<< Previous** to move through the list. When you do this, any students you had checked in this part of the list will be added to the team automatically.
- To choose all students in the search results you're viewing, check the box next to **Student**.

- Click **Save**. To assign students to another team, repeat steps 4–6.

How to Change the Students on a Team

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click **Manage Teams** in the row for the team set that needs changes to team assignments **B**. The next page will list the teams in the set.
4. Click **Change Enrollment**. By default, the next page will show the students assigned to all teams.

Name	Class	Current Team	New Team
Brooks, Jamal	Grade 6 Math, G6M, Nilsen, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Camacho, Luis	Grade 6 Math, G6M, Rossetti, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Del Castillo, Miranda	Grade 6 Math, G6M, Nilsen, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Duncan, Morgan	Grade 6 Math, G6M, Rossetti, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Evans, Samuel	Grade 6 Math, G6M, Nilsen, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Gordon, Jonathan	Grade 6 Math, G6M, Rossetti, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Jackson, Cody	Grade 6 Math, G6M, Nilsen, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Johnson, Myra	Grade 6 Math, G6M, Rossetti, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
King, Lydia	Grade 6 Math, G6M, Nilsen, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Lee, Joshua	Grade 6 Math, G6M, Rossetti, 2007-2008	Gold Team	<input type="button" value="Gold Team"/>
Little, Julia	Grade 6 Math, G6M, Nilsen, 2007-2008	Green Team	<input type="button" value="Green Team"/>
McKinney, LeShandra	Grade 6 Math, G6M, Rossetti, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Ming, Li	Grade 6 Math, G6M, Nilsen, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Pagel, Danielle	Grade 6 Math, G6M, Rossetti, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Paul, Lukas	Grade 6 Math, G6M, Nilsen, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Pyant, Jermaine	Grade 6 Math, G6M, Rossetti, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Richmond, Tyrone	Grade 6 Math, G6M, Nilsen, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Rossetti, Alexander	Grade 6 Math, G6M, Rossetti, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Schmidt, Kathy	Grade 6 Math, G6M, Nilsen, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Tucker, Sierra	Grade 6 Math, G6M, Rossetti, 2007-2008	Green Team	<input type="button" value="Green Team"/>
Name	Class	Current Team	New Team

5. If necessary, click the **Team** drop-down list and choose the team whose enrollment you want to change **C**.
6. To change a student's team, click the drop-down list in the row for that student and choose a different team **D**.
7. Click **Save**.
8. Click **Done**.

Editing Team Set Names and Owners

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click **Edit** in the row for the team set that needs changes **B**.
4. You can enter a new team name or select a new team owner from the drop-down list. Remember that teachers can only change team sets they own, school administrators can change team sets in the school, and district administrators can change team sets in any school.

Team Set Name	Owner
Grade 3 Teams	USER, ADMINISTRATOR
Grade 6 Teams	USER, ADMINISTRATOR

5. Click **Save**.

Editing Team Names

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click **Manage Teams** in the row for the team set that needs changes **B**. The next page will list the teams in the set.
4. Click **Edit** in the row for the team that needs changes.
5. Enter a new name for the team; then, click **Save**.

Team Details	Team Name
Team Name	Gold Team
	Green Team

Deleting Teams from Sets

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click **Manage Teams** in the row for the team set that needs teams deleted **B**. The next page will list the teams in the set.
4. Click **Delete** in the row for the team that you want to delete **C**.

Name	Number of Students	Actions
-- No Team --	0	Edit Add/Remove Students Delete
Gold Team	10	Edit Add/Remove Students Delete
Green Team	10	Edit Add/Remove Students Delete

5. Click **Done**.

Deleting Team Sets

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list **A**. The Teams & Goals page will list the team sets available for that school.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click **Delete** in the row for the team set that you want to delete **B**.
4. If there are teams in the set, the software will notify you that the data will be permanently deleted. To continue, click **OK**.

Printing Reports from the Teams & Goals Page

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

By following these steps, you can print the Goal History Report, the Team Standings Report, or the Team Status Report for a school.

1. Click **Teams & Goals** in the list of Accelerated Math tasks on your Home page.
2. If necessary, select your school from the drop-down list. The Teams & Goals page will list the team sets available for that school **A**.

Team Set Name	Owner	Number of Teams	Number of Students	Actions
Grade 3 Teams	USER, ADMINISTRATOR	2	11	Manage Teams Edit Delete
Grade 6 Teams	USER, ADMINISTRATOR	2	0	Manage Teams Edit Delete

3. Click the report name on the left side of the page (Goal History, Team Standings Chart, or Team Status) **B**.
4. The Report Progress page will appear until the report is ready. Then, the report will open in Adobe Reader, either within your browser window or a separate window.

Goal History Report
Printed Friday, December 14, 2007 8:38:21 AM
2 of 3

School: Maple Academy

Class: G3M, Rossetti
Teacher: Rossetti, Christina

Student	Marking Period	Objective Mastery			Practice Percent Correct	Regular Test Average % Correct	
		Goal	Actual	% of Goal		Goal	Actual
Ling, Lin Yao	9/1/07-1/1/08(Fall Semester)	75	-	-	64	87	-
	1/12/08-8/15/08(Spring Semester)	75	-	-	-	87	-
Mitchell, D'shon	9/1/07-1/1/08(Fall Semester)	75	2	3	65*	87	90
	1/12/08-8/15/08(Spring Semester)	75	-	-	-	87	-
Randall, Jason	9/1/07-1/1/08(Fall Semester)	70	-	-	88*	85	-
	1/12/08-8/15/08(Spring Semester)	70	-	-	-	85	-
Smith, Olivia	9/1/07-1/1/08(Fall Semester)	75	3	4	67	87	93
	1/12/08-8/15/08(Spring Semester)	75	-	-	-	87	-
White, Bianca	9/1/07-1/1/08(Fall Semester)	72	-	-	58*	85	-
	1/12/08-8/15/08(Spring Semester)	72	-	-	-	85	-

C Use the Adobe Reader buttons to save or print the report. Do not use the browser's print function. If the report opened in the Macintosh OS X Preview program, click the **File** menu and choose **Print**.

D These links let you customize the report or choose a different Accelerated Math report.

E Click **Teams & Goals** in the navigation bar to go back to the Teams & Goals page.

REPORTS

Accelerated Math reports give you more information about your students' work and your Accelerated Math classes and teachers.

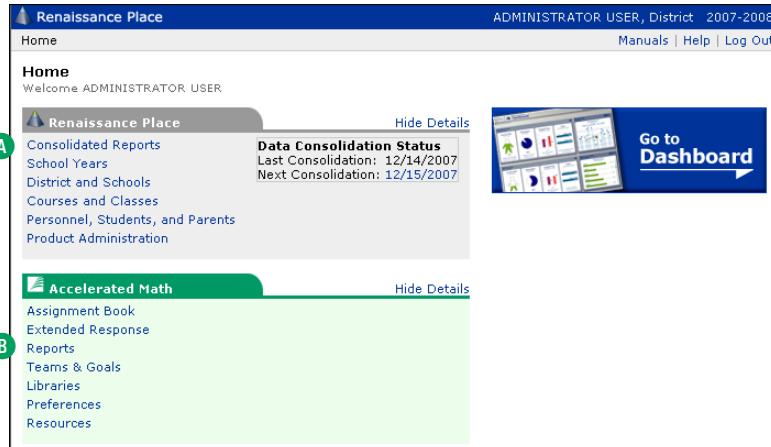
About Renaissance Place and Accelerated Math Reports

This software includes two types of reports: Renaissance Place reports and Accelerated Math reports.

When you click **Consolidated Reports** **A** under Renaissance Place, administrators and teachers can generate reports with data from more than one Renaissance Place product. For more information, see the *Renaissance Place Software Manual*.

When you click **Reports** **B** under Accelerated Math, you can generate reports about your students' work in Accelerated Math.

 **You can also see Accelerated Math data in Dashboards.**
For more information, see the Renaissance Place Software Manual.



Using Accelerated Math Reports

Check for Adobe Reader before You Generate Reports



Downloading Adobe Reader. You can also download Adobe

Reader from the Client Install page. On your Home page, click **Product Administration**, then **Download Supporting Software**. Then, click the **Install** link next to Adobe Reader.

Accelerated Math uses Adobe Reader to generate reports. To find out if the Reader is installed on your computer, click **Check Software Requirements** on the Welcome page before you log in. On this page, click **Test Adobe Reader** to find out if the program is installed and functioning. If the test doesn't launch the program, click the **install Version** link for Adobe Reader **A**. You will go to a Web site where you can download and install Adobe Reader.

Software Requirements	
Supporting Software	Action
Adobe Flash Player Student testing and scoring as well as student practice and quizzing Used by: Accelerated Math Accelerated Reader English in a Flash MathFacts in a Flash Renaissance Home Connect STAR Early Literacy STAR Math STAR Reading	 If the test animation won't play, install Version 7.0 or later .
Adobe Reader Viewing and printing reports as well as assessments and assignments Used by: All Products	 Test Adobe Reader If Adobe Reader won't open, install Version 5.0 or later .

Printing Accelerated Math Reports

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

1. Click **Reports** in the Accelerated Math task list on the Home page.
2. Select your school from the drop-down list if necessary.

School:

3. Click the report name in the list.

Accelerated Math

ADMINISTRATOR USER, District 2007-2008
Manuals | Help | Log Out

Reports
Click on a report name to view the report with default settings

School:

Report	Description
Diagnostic	A class progress and score summary.
Status of the Class	Daily class activity reporting.

Other Reports

Report	Description
Certificate	A certificate for recognizing student progress.
Class	A list of classes detailing the assigned teachers and enrolled students.
Enrollment	A list of students detailing their enrollment in Accelerated Math.
Extended Response Diagnostic	A class progress and score summary for extended response assignments.
Extended Response Status	Class activity reporting on extended response assignments.
Extended Response Student Record	A summary of each student's progress in extended response assignments.
Goal History	Student progress towards mastery goals by marking period.
Group Standards Mastery	Student group information on standards mastery.
Learning Card Reference	Provides the Learning Card number associated with each objective.
Library	A list of libraries installed and the classes currently using each library.
Marking Period Progress	A report of class progress by marking period.
Mastery Chart	Class progress toward objective mastery.
Objective List	A list of objectives used in this class.
Parent	A student progress report for parents or guardians. Available in English and Spanish.
Ranking	A ranking of students based on objectives mastered and scores.
Schoolwide Summary	A summary of class and grade level performance.
Student Detail	A list of all students and their personal identification information.
Student Grouping	Lists groups of students working on the same objective.
Student Information	Lists students and provides user names, passwords, and personal identification information.
Student Record	A summary of student's progress.
Student Standards Mastery	Summary of your students' standards mastery.
Teacher	A list of teachers detailing their Accelerated Math class assignments.
Team Standings Chart	A chart of team progress toward mastery goals.
Team Status	Team members' progress towards mastery goals.

Get **ADOBEx® READER®**

4. If the Report Options page opens, choose the custom options you prefer on that page. Each report has its own set of options. (If the page doesn't open, the report doesn't have custom options.) After choosing the options, click **View Report**.

Accelerated Math

Home > Reports

Report Options

School: **Maple Academy**
Report: **Diagnostic Report**

Customization Options

Select Students	<input type="button" value="All Classes"/> A Or <input type="button" value="Select Specific: Students Classes"/>
Reporting Parameter Group	<input type="button" value="All Demographics [Default]"/> B Or <input type="button" value="Create New or Edit Selected"/>
Reporting Period	<input checked="" type="radio"/> Predefined Date Range: <input type="text" value="2007-2008"/> <input type="radio"/> Custom Dates: <input type="text" value="8/1/2007"/> <input type="button"/> to <input type="text" value="7/31/2008"/> <input type="button"/>
Group By	<input checked="" type="radio"/> Class <input type="radio"/> Do Not Group
Page Break <small>Not valid if 'Do not group' is selected</small>	<input type="checkbox"/> Page break after each group
Print Report Options	<input checked="" type="checkbox"/> Print the selected report options on the report

Cancel **View Report**

A For many reports, you can choose students by name, grade, or class. Use the drop-down list or click one of the links provided.

B Reporting parameter groups let you choose students with common traits. For more information, see page 142.

Don't use the browser's print function! If the report opens in a browser window, don't try to print it using the browser's buttons or menus. Only the top of the page will print.

On Macintosh computers, the report may open in Preview. If so, click the File menu and choose Print to print it.

5. Accelerated Math will generate the report. When it's ready, the report will open in the browser window or a separate window. To save or print it, use the Adobe Reader buttons.

The screenshot shows the Accelerated Math Diagnostic Report interface. The main content area displays a table of student performance data. The table has columns for student name, diagnostic codes, and various test scores. The interface includes a toolbar at the top with icons for saving, printing, and navigating, and a sidebar on the left for navigating through the report.

student	Diagnostic Codes	Average % Correct						Objectives Mastered				
		Practice	Exercise	Regular Test	Diagnostic Test	Total Tests	Review	Engaged Time*	Average Number Per Week	Regular Test	Diagnostic Test	Total Tests
Arnold, Jacob	93	67	92	-	92	-	3	0.3	5	-	5	3.0
Brooks, Matthew	28	28	64	-	-	-	-	-	-	-	-	-
Davis, Rebekah	100	-	100	-	100	-	2	0.2	3	-	3	3.0
Espinosa, Johanna	89	-	-	-	-	-	-	-	-	-	-	-
Greene, Nathan	89	-	87	-	87	-	1	0.1	2	-	2	3.0
Khang, Bao	86	100	93	-	93	-	2	0.2	3	-	3	3.0
Ling, Eun Yeo	94	-	-	-	-	-	-	-	-	-	-	-
Mitchell, Dyon	88	44	90	-	90	-	1	0.1	2	-	2	3.0
Randall, Jason	83	100	-	-	-	-	-	-	-	-	-	-
Smith, Olivia	67	-	93	-	93	-	2	0.2	3	-	3	3.0
White, Blanca	28	28	89	-	-	-	-	-	-	-	-	-
Average	77	77	93	-	93	-	2	0.2	3	-	3	3.0

A Click the save button to save the report.
B Click the print button to print the report.
C These options let you customize a report or go back to choose a different one.

About Reporting Parameter Groups

Reporting parameter groups let you limit reports to students with common traits. For some reports that have custom options, you can choose a reporting parameter group from a drop-down list. You can also create or change a group by clicking **Create New** or **Edit Selected**; this page will open:

Accelerated Math

Home > Reports

ADMINISTRATOR USER, District 2007-2008
Manuals | Help | Log Out

Reporting Parameter Groups
Create a new reporting parameter group or edit an existing one.

Edit an Existing Reporting Parameter Group: **--Create New Group--**

Cancel **Save**

Reporting Parameter Group (*Required Field)	
Reporting Parameter Group Name*	<input type="text"/>
Enroll Date <i>Include students enrolled before this date.</i>	<input type="text"/> A
Ethnicity <i>select all</i> <i>deselect all</i>	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Black <input type="checkbox"/> White <input type="checkbox"/> Asian or Pacific Islander <input type="checkbox"/> Hispanic <input type="checkbox"/> Not Specified B
Gender <i>select all</i> <i>deselect all</i>	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Not Specified
Language <i>select all</i> <i>deselect all</i>	<input type="checkbox"/> Arabic <input type="checkbox"/> Hmong <input type="checkbox"/> Portuguese <input type="checkbox"/> Chinese: Cantonese <input type="checkbox"/> Japanese <input type="checkbox"/> Russian <input type="checkbox"/> Chinese: Mandarin <input type="checkbox"/> Khmer <input type="checkbox"/> Serbo-Croatian <input type="checkbox"/> Chinese: unspecified <input type="checkbox"/> Korean <input type="checkbox"/> Somali <input type="checkbox"/> English <input type="checkbox"/> Lao <input type="checkbox"/> Spanish <input type="checkbox"/> French <input type="checkbox"/> Malay <input type="checkbox"/> Tagalog or Filipino <input type="checkbox"/> German <input type="checkbox"/> Navajo <input type="checkbox"/> Urdu <input type="checkbox"/> Gujarati <input type="checkbox"/> Other <input type="checkbox"/> Vietnamese <input type="checkbox"/> Haitian Creole <input type="checkbox"/> Polish <input type="checkbox"/> Not Specified
Characteristics <i>select all</i> <i>deselect all</i>	<input type="checkbox"/> Americans With Disabilities (ADA) <input type="checkbox"/> Gifted/Talented C <input type="checkbox"/> At-Risk Students <input type="checkbox"/> Learning Disabled <input type="checkbox"/> Bilingual Education <input type="checkbox"/> Limited English Proficiency (LEP) <input type="checkbox"/> English as a Second Language (ESL) <input type="checkbox"/> Migrant <input type="checkbox"/> Free Lunch <input type="checkbox"/> Non-resident Alien <input type="checkbox"/> Physically Disabled <input type="checkbox"/> Reduced-price Lunch Program <input type="checkbox"/> Special Education <input type="checkbox"/> Title I <input type="checkbox"/> Not Specified
Grade <i>select all</i> <i>deselect all</i>	<input type="checkbox"/> Early Education <input type="checkbox"/> Grade 4 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Pre-Kindergarten <input type="checkbox"/> Grade 5 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Kindergarten <input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 12 <input type="checkbox"/> Grade 1 <input type="checkbox"/> Grade 7 <input type="checkbox"/> 12+ <input type="checkbox"/> Grade 2 <input type="checkbox"/> Grade 8 <input type="checkbox"/> None <input type="checkbox"/> Grade 3 <input type="checkbox"/> Grade 9

Cancel **Save**

A By entering an Enroll Date, you select students enrolled in the school before the date you specify.

B You can specify each student's ethnicity, gender, language, and grade when you add the student or edit his or her information. See the *Renaissance Place Software Manual*.

C You can assign characteristics to students separately. You can also add your own custom characteristics and assign them to students. See the *Renaissance Place Software Manual*.

Report Descriptions

This table lists the reports in the Accelerated Math software.

Report	Why You'd Use It	Things You Can Change
Certificate Report	Recognizes students who have mastered objectives or completed libraries. Each certificate includes a title, the student name, the accomplishment, and blanks for two signatures.	You may select: <ul style="list-style-type: none"> • classes or students to include • date range • accomplishment to be recognized • labels for the signatures • border (elementary, middle, high school, or standard, which is for any level)
Class Report	Lists your Accelerated Math classes, their teachers, and their students.	No custom options.
	Things to Note <ul style="list-style-type: none"> • Only Accelerated Math classes are included. To make a class an Accelerated Math class, check the Accelerated Math box when you assign teachers to the class, or assign products to the classes in the course. 	
Diagnostic Report	Gives you an overview of student and class progress in the Assignment Book. The report includes diagnostic codes, the average percent correct for each type of assignment and review, the engaged time, the average number of objectives mastered per week, the number of objectives mastered through regular and diagnostic tests and all tests, and the average grade level for mastered objectives.	You may select: <ul style="list-style-type: none"> • classes or students to include • date range • grouping used • whether to include a page break after each group • whether to include the report options you've selected on the report itself
	Things to Note <ul style="list-style-type: none"> • Diagnostic codes are defined on the report. They help you see potential problems. • Engaged time estimates how much actual time your students are spending working math problems. For more information, see page 150. • This report can also be printed from the Assignment Book (see page 91). 	
Enrollment Report	Lists students in your classes and the teacher assigned to each class.	No custom options.
	Things to Note <ul style="list-style-type: none"> • Like the Class Report, this report includes only designated Accelerated Math classes. 	

Report	Why You'd Use It	Things You Can Change
Extended Response Diagnostic Report	<p>Gives you an overview of student and class work on extended response assignments. The report includes the number of assignments completed, average scores for each score category, and the average score for the assignments as a whole.</p> <p>Things to Note</p> <ul style="list-style-type: none"> The answer isn't the only factor in an extended response score. Teachers award students points for the answer, strategy, and understanding. (Some objectives don't have all three categories.) This report can also be printed from the Extended Response page (see page 121). 	<p>You may select:</p> <ul style="list-style-type: none"> classes or students to include date range grouping used whether to include a page break after each group whether to include the report options you've selected on the report itself
Extended Response Status Report	<p>Lists extended response objectives for which assignments have been printed but not scored, and the date those assignments were printed.</p> <p>Things to Note</p> <ul style="list-style-type: none"> Assignments that were printed more than five days ago are marked. This report can also be printed from the Extended Response page (see page 121). 	<p>You may select:</p> <ul style="list-style-type: none"> classes to include
Extended Response Student Record Report	<p>Summarizes extended response work for each student. The report includes the objectives each student has worked on, the scores for each category, total score, and the date each assignment was completed and scored.</p> <p>Things to Note</p> <ul style="list-style-type: none"> The answer isn't the only factor in an extended response score. Teachers award students points for the answer, strategy, and understanding. 	<p>You may select:</p> <ul style="list-style-type: none"> classes or students to include date range whether to include all objectives or only the most recently worked objectives whether to include a page break after each student whether to include the report options you've selected on the report itself
Goal History Report	<p>Shows each student's progress toward his or her goals. The report includes the student's objective goal for the period, the actual number of objectives mastered, the percentage of the goal met, the student's average percent correct for practice assignments and tests, and the student's test percent correct goal.</p> <p>Things to Note</p> <ul style="list-style-type: none"> Goals are set for the selected class marking periods. See the Class Marking Periods preference on page 153. To set student goals, see page 125. This report can also be printed from the Teams & Goals page (see page 135). 	<p>You may select:</p> <ul style="list-style-type: none"> classes or students to include whether to identify students by name or ID

Report	Why You'd Use It	Things You Can Change
Group Standards Mastery Report	<p>Shows student progress toward mastering standards from the agency you select. The report includes the agency, standards, and tag names, the related objectives, the number of students who have tested on each objective, the average percent correct for the last test, and the percentage of the class that has mastered each objective.</p> <p>Things to Note</p> <ul style="list-style-type: none"> On this report, mastered objectives aren't necessarily those that are marked <i>Mastered</i> in the Assignment Book. Instead, on the Report Options page, you set the test percent correct a student must achieve on each objective for it to be considered mastered on the report. 	<p>You may select:</p> <ul style="list-style-type: none"> classes or students to include percent correct required for objective mastery on this report whether to limit the report to objectives that students have worked on the standards agencies to include whether to print the report options you've selected on the report
Learning Card Reference Report	<p>Lists the objectives in your class objective list. The report includes the library names and learning card colors and numbers.</p> <p>Things to Note</p> <ul style="list-style-type: none"> Learning cards are tools for students who want to review the steps in solving a problem. They can help students practice or learn skills on their own. Learning cards provide step-by-step methods for solving problems, and they include a worked example. 	<p>You may select:</p> <ul style="list-style-type: none"> classes to include
Library Report	<p>Lists the installed libraries and the classes that are using them. The report includes each library's edition, revision, and version, the teacher for each class using a library, and the number of objectives the class is using from the library.</p> <p>Things to Note</p> <ul style="list-style-type: none"> The summary version of this report lists the information above. The detailed version also lists the name of the objective list and the objectives that each class is using from each library. This report can also be printed from the Libraries page. 	<p>You may select:</p> <ul style="list-style-type: none"> summary or detailed report
Marking Period Progress Report	<p>Shows student progress by marking period. For each marking period, the report includes the class median of mastered objectives, average scores for each type of assignment and review problems, and the percentage of students at risk. Graphs show some of this information in another form.</p> <p>Things to Note</p> <ul style="list-style-type: none"> Students are at risk if their number of mastered objectives is less than half the class median. They're also considered at risk if they have a low percent correct for practice problems, test problems, or review problems, or if they have objectives marked <i>Intervene</i> (see page 57). 	<p>You may select:</p> <ul style="list-style-type: none"> classes to include all marking periods or specific marking periods

Report	Why You'd Use It	Things You Can Change
Mastery Chart	Lists the objectives used in each class Assignment Book. The report includes the number of students who have mastered the objective and the percentage of the class that has done so.	You may select: • classes to include
Objective List Report	Lists the objectives being used in each class Assignment Book. The report includes each objective's description and mastery criteria. (For more about mastery criteria, see page 59.) The report can also include extended response objectives, their descriptions, and the number of points possible for answer, strategy, and understanding.	You may select: • classes or objective lists to include • whether to include extended response objectives
Parent Report	Gives parents or guardians a summary of their students' work. The report includes the student's average percent correct for practice, test, and review problems, the number of objectives mastered, and the student's goals for mastered objectives and test percent correct. It compares the student's work to the class median.	You may select: • classes or students to include • date range • whether to compare students to the class median • whether to print the report(s) in Spanish • whether to include blanks for teacher and parent signatures
Ranking Report	Ranks students by number of objectives mastered, percent correct for test, practice, and review problems, and overall percent correct.	You may select: • class or students to include • date range • whether to include all students or only the number of top students you specify • sorting used • whether to include a ranking based on review problem scores • whether to print the report options you've selected on the report.

Report	Why You'd Use It	Things You Can Change
Schoolwide Summary Report	<p>Summarizes the work of each class on Accelerated Math assignments. The report includes the number of students, the total number of objectives mastered, the average number of objectives mastered and the median, the average percent correct for each type of assignment and review problems, and the percent of students at risk.</p> <p>Things to Note</p> <ul style="list-style-type: none"> Students are at risk if their number of mastered objectives is less than half the class median. They're also considered at risk if they have a low percent correct for practice problems, test problems, or review problems, or if they have objectives marked <i>Intervene</i> (see page 57). 	<p>You may select:</p> <ul style="list-style-type: none"> date range sorting used whether to print the report options you've selected on the report
Status of the Class Report	<p>Provides a day-to-day overview of your class's current work. The report shows you which students have objectives marked <i>Intervene</i> and which students are working on assignments, need assignments printed, or need objectives assigned. It also shows you the date and type of the last completed assignment and the date when unscored assignments were printed. The report includes the number of objectives each student has ready for testing and lists objectives that are causing difficulties for the class. If you include the Assignments Printed section, the report shows you the form numbers, problem numbers, and dates for each unscored assignment and the number of school days since work was last printed.</p> <p>Things to Note</p> <ul style="list-style-type: none"> This report is an excellent way to keep track of your students' daily work. You can make sure students have assignments and objectives, and you can make sure students are completing the assignments they've been given. This report can also be printed from the Assignment Book (see page 91). 	<p>You may select:</p> <ul style="list-style-type: none"> classes to include whether to include a list of unscored assignments with detailed information
Student Detail Report	<p>Lists students enrolled in classes. Includes each student's ID, gender, date of birth, grade level, ethnicity, and characteristics.</p> <p>Things to Note</p> <ul style="list-style-type: none"> To find out how to set this information for each student, see the <i>Renaissance Place Software Manual</i>. The report won't show ethnicity and characteristics if your administrator has taken away your capability for viewing them; see page 162. 	No custom options.

Report	Why You'd Use It	Things You Can Change
Student Grouping Report	<p>Lists the objectives your students are working on and the students who are working on each objective. The report includes the current status of each student's work and the student's average score for practices/exercises and tests.</p>	<p>You may select:</p> <ul style="list-style-type: none"> • classes to include • minimum number of students who must work on an objective before it is included on the report • whether to print the report options you've selected on the report
Student Information Report	<p>Lists each Accelerated Math student's name, ID, gender, date of birth, grade, user name, and password.</p>	<p>You may select:</p> <ul style="list-style-type: none"> • classes to include • grouping used (none or by class, grade, or teacher) • sorting used (by last name or ID) • whether to include a page break after each group (if grouping is used) • whether to print the report options you've selected on the report
Student Record Report	<p>Lists each student's active objectives, <i>Intervene</i> objectives, and mastered objectives. The report includes details about the student's work on each objective, such as the date ready to test, the date tests were scored, the date objectives were mastered or marked <i>Intervene</i>, and average percent correct on each type of problem.</p>	<p>You may select:</p> <ul style="list-style-type: none"> • classes or students to include • date range • whether to limit the report to the number of objectives you specify • whether to include a page break after each student • whether to include only mastered objectives • whether to print the report options you've selected on the report
Student Standards Mastery Report	<p>For each student, this report lists the standards and tags related to the objectives they have worked on, the objectives themselves, the student's percent correct on the last test with the objective, and whether the student has mastered the objective.</p>	<p>You may select:</p> <ul style="list-style-type: none"> • classes or students to include • percent correct required for objective mastery on this report • whether to include a page break after each student • whether to limit the report to objectives that students have worked on • the standards agencies to include • whether to print the report options you've selected on the report

Report	Why You'd Use It	Things You Can Change
Teacher Report	<p>Lists Accelerated Math teachers, their user names, classes, and class position.</p> <p>Things to Note</p> <ul style="list-style-type: none"> • This report can help the administrator see which teachers are using Accelerated Math. • When teachers print the report, it includes only their information. It doesn't include other teachers. • Only teachers of Accelerated Math classes are included. To make a class an Accelerated Math class, check the Accelerated Math box when you assign teachers to the class or assign products to the classes in the course. 	No custom options.
Team Standings Chart	<p>Uses a bar graph to compare team progress toward objective mastery goals. The percentage that shows team progress is the number of objectives mastered divided by the team goal. (The average test percent correct goal is not included.)</p> <p>Things to Note</p> <ul style="list-style-type: none"> • The number of objectives mastered by each team member is limited to his or her goal so strong members can't have too great an effect. • Team reports are always based on current team assignments, even if you're reporting on a past marking period when the teams were different. 	<p>You may select:</p> <ul style="list-style-type: none"> • team sets to include • date range • sorting used • whether to print the report options you've selected on the report
Team Status Report	<p>Shows how well each team member is progressing toward goals. The report includes both goals for each student and the student's actual achievement. (For more about goals, see page 125.)</p> <p>Things to Note</p> <ul style="list-style-type: none"> • Team reports are always based on current team assignments, even if you're reporting on a past marking period when the teams were different. 	<p>You may select:</p> <ul style="list-style-type: none"> • team sets to include • date range • whether to identify students by name or ID
TOPS Report	<p>Shows the results for an individual assignment. The report includes the student's score and the objectives included. Unless you're reprinting the report, it also includes a summary of work for the class marking period and school year. The report may also show which problems the student answered incorrectly; for assisted-response assignments, it may show the correct answer for each of these problems.</p> <p>Things to Note</p> <ul style="list-style-type: none"> • This report prints automatically after assignments, and it can be reprinted from the Assignment Book (see page 92) or Extended Response page (see page 122). • Marking period results are based on the class marking periods. See the Class Marking Periods preference on page 153. School year results are based on the duration of the class. 	Not customizable when you print it, but you can set the TOPS Report preference for your class to control what's included; see page 160.

Diagnostic Export

Use the Diagnostic Export in Renaissance Place to provide Diagnostic Report data to Renaissance Learning. You can also use the export file to import information into spreadsheets or other databases.

For more information and for instructions, see the *Renaissance Place Software Manual*.

Engaged Time



Days off set in Renaissance Place can affect the value used for the number of school days in the reporting period. Keep this in mind if your administrator has entered days off for your school in Renaissance Place.

The Engaged Time calculation appears on the Diagnostic Report. This shows how much actual time students are likely spending working problems for Accelerated Math objectives. This is how Engaged Time is calculated:

$$\frac{(\text{number of objectives mastered}) \times (\text{50 minutes per objective})}{\text{number of school days in the reporting period}}$$

Parent Reports

How to Give Parents Direct Access to the Accelerated Math Parent Reports

Parents can print the Accelerated Math Parent and Student Records Reports themselves if you do the following:

- Add the parents to the software and assign their children.
- Give the parents the address to the software and the ability to access the server from their browser.
- Send parents their user names and passwords.

To find out how to add parents and how parents can request access, see the *Renaissance Place Software Manual*.

Note: If your school has Renaissance Home Connect available, parents can also log in to Renaissance Home Connect using the student's login information to view the student's progress.

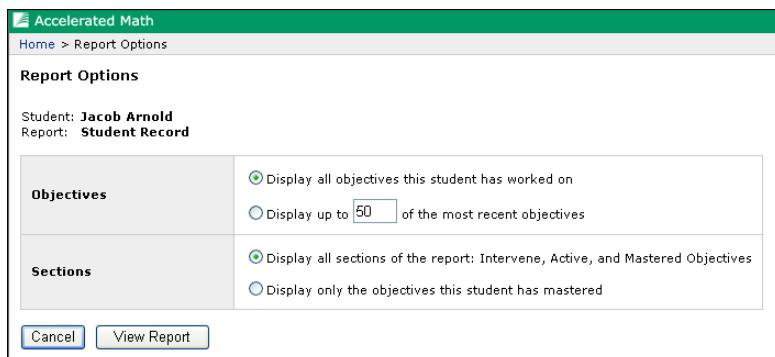
How Parents Print Reports

 **Adobe Reader is required to view reports.** Like personnel, parents need Adobe Reader to view reports. Tell parents that they can click the **Get Adobe Reader** button to go to a Web site where they can find out how to download and install the program.

1. After logging in, select one of your children from the **Student** drop-down list if you have more than one child using the software.



2. If your child has data from more than one school, a **School** drop-down list will appear as shown above; choose the school for which you want to view reports.
3. In the Accelerated Math task list on the Home page, click **Parent Report** to print an English Parent Report or **Informe en Español Para los Padres** to print a Spanish Parent Report. You can also click the **Student Record Report**.
4. If you chose the Student Record Report, the Report Options page will open. Choose whether to include all objectives your child has worked on or only a limited number. Then, decide whether to include just mastered objectives or objectives that your child is still practicing as well. When you've finished choosing the options, click **View Report**.



Accelerated Math
Home > Report Options

Report Options

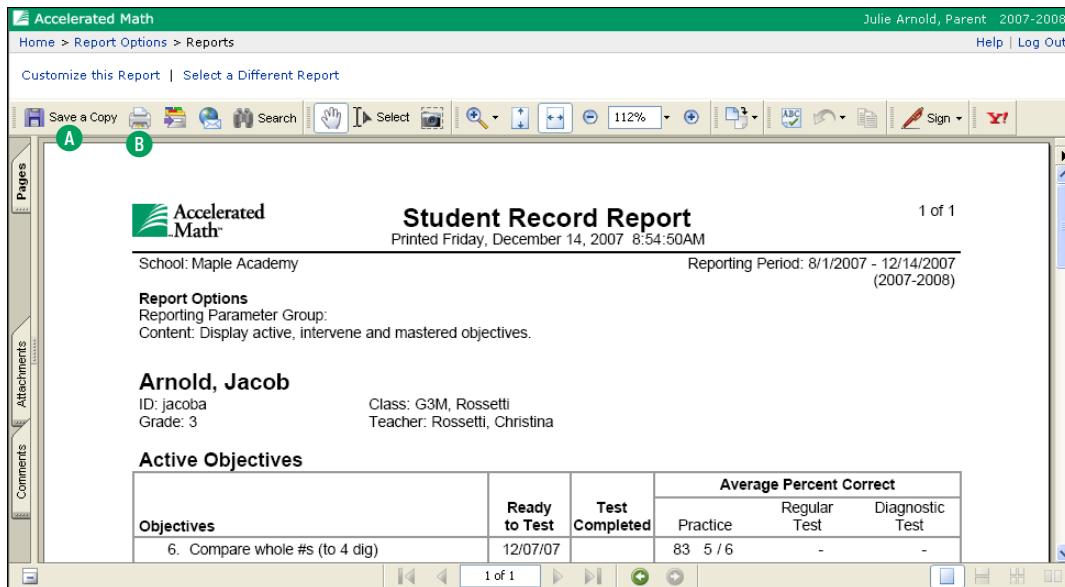
Student: Jacob Arnold
Report: Student Record

Objectives	<input checked="" type="radio"/> Display all objectives this student has worked on <input type="radio"/> Display up to 50 of the most recent objectives
Sections	<input checked="" type="radio"/> Display all sections of the report: Intervene, Active, and Mastered Objectives <input type="radio"/> Display only the objectives this student has mastered

Cancel **View Report**

5. The report will open in the browser window or a separate window. Click the Adobe Reader buttons to save or print the report. Make sure you don't use the browser's print function; if you do, only the top of the page will print.

 **On Macintosh computers, the report may open in Preview. If so, click the File menu and choose Print to print it.**



The screenshot shows a software interface for 'Accelerated Math'. At the top, there's a toolbar with various icons. Two specific buttons are highlighted with green circles: 'A' is the 'Save a Copy' button, and 'B' is the 'Print' button. The main content area is titled 'Student Record Report' and shows information for student 'Arnold, Jacob'. Below this, there's a table titled 'Active Objectives' with one row of data. The table has columns for 'Objectives', 'Ready to Test', 'Test Completed', and 'Average Percent Correct' (which includes 'Practice', 'Regular Test', and 'Diagnostic Test' sub-columns). The 'Ready to Test' column shows '12/07/07' and the 'Test Completed' column shows '83 5 / 6'. The 'Average Percent Correct' column shows '-' for all sub-categories.

A Click the save button to save the report. **B** Click the print button to print the report.

PREFERENCES

Accelerated Math has two types of preferences:

- Classroom preferences can be different for each class. They control scoring and automatic practice printing, marking periods for goals and reports, the extended response passing percent, assignment page layout, practice size, assignment printing options, and the information on TOPS Reports.
- The user preference (the General preference) can be set differently for every user. It allows you to choose how many items you see at once in vertical lists with **Next >>** and **<< Previous** links.

Changing Classroom Preferences

The following procedures describe how administrators and teachers can change the Classroom preferences. Other district and school staff can view the preferences, but they can't change them.

How to Change the Class Marking Periods Preference

Who Can Do This?

District Administrator
 District Staff
 School Administrator
 School Staff
 Teachers

To change capabilities, see page 162.

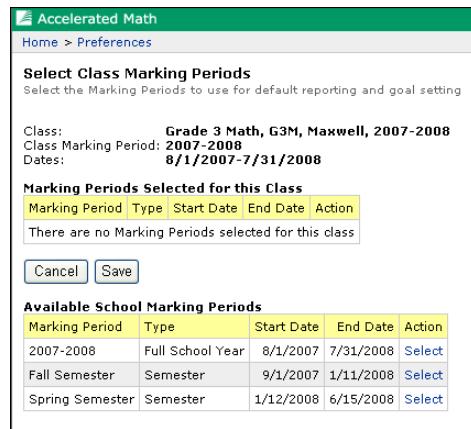
Use the Class Marking Periods preference to choose which marking periods you want to use for setting goals. (For more on goals, see page 125.) Your class marking periods are also used to show marking period results in reports, such as the Goal History Report, the Team Status Report, and TOPS Reports.

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Maxwell, 2007-2008

3. Click **Class Marking Periods**.
4. Choose the marking periods that you want to use for the class:
 - Click **Select** next to the marking periods that you want to select for this class. **You cannot select overlapping marking periods.**
 - In the selected marking periods, you can click **Remove** for a marking period to delete it from the list.

 **The marking periods in the bottom list are the ones added by the district or school administrator for your school. For more information, see the Renaissance Place Software Manual.**



5. Click **Save**.

How to Change the Extended Response Preference

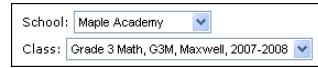
Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

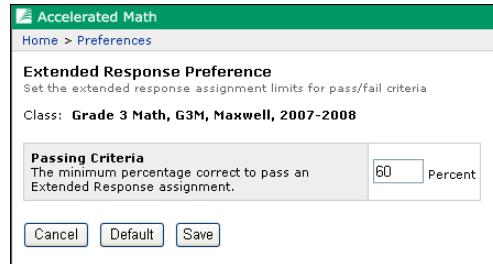
To change capabilities, see page 162.

The Extended Response preference sets the passing percentage for your students' extended response assignments. Since this is a class preference, each class can use a different passing score.

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Extended Response**.
4. Enter the new percent correct that you want to use for this class. Any changes will affect new assignments **and** assignments that have already been scored. To go back to the original percent correct, click **Default**.



5. Click **Save**.

How to Change the Page Layout Preference

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

The Page Layout preference sets the following for your class:

- Font size on assignments
- Answer placement on assignments
- Whether assignments list the objectives included

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Maxwell, 2007-2008

3. Click **Page Layout**.
4. Choose the preference settings:
 - Click one of the available font sizes **A**.
 - Click an answer placement option **B**. Automatic means the program chooses the best arrangement to save vertical space. Horizontal means the answers are always in a row behind or below the problem. Vertical means the answers are always in a list below the problem.
 - If you want to see a list of the objectives on the first page of each assignment, check the box **C**.
 - If you want to go back to the original settings, click **Default**.

Accelerated Math
Home > Preferences

Page Layout Preference
Set the printing options for practices, exercises, and tests
Class: Grade 3 Math, G3M, Maxwell, 2007-2008

Font Size	<input type="radio"/> Very Small - 8 point <input type="radio"/> Small - 10 point <input checked="" type="radio"/> Standard - 12 point <input type="radio"/> Large - 14 point <input type="radio"/> Very Large - 16 point
Answer Placement	<input checked="" type="radio"/> Automatic - minimizes vertical space required <input type="radio"/> Horizontal - places answers in row below problem <input type="radio"/> Vertical - places each answer in a separate row
List Objectives on Assignment Show the list of objectives on the first page of each assignment.	<input checked="" type="checkbox"/> List Objectives on Assignment

Cancel Default Save

5. Click **Save**.

How to Change the Practice Preference

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

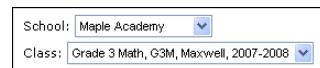
To change capabilities, see page 162.

The Practice preference sets the size for small, medium, and large practices. Practice sizes are defined by the time required for most students, not the number or problems. Accelerated Math uses each problem's difficulty level to determine how much time it should take the average student to complete. By default, small practices are intended to take about 10 minutes, medium practices should take about 20 minutes, and large practices should take about 30 minutes.

You can also use this preference to choose the default size, and you can choose the percent of practice problems that can be review problems from *Mastered* (✓) objectives.

The Automatically Assign Objectives option in this preference allows you to automatically assign objectives to students who have mastered all their assigned objectives and who have no review objectives. The objectives are automatically assigned when the next practice is printed for the students.

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.



3. Click **Practice**.
4. Choose the preference settings:
 - Click the default practice size that you prefer (A on the next page).
 - Enter the number of minutes that should be required for each practice size B.
 - Enter the percent of practice problems that can be review from *Mastered* (✓) objectives C.
 - Choose the number of objectives that may be automatically assigned to students who have no assigned or review objectives when a new practice is printed D. **0-Off** means no objectives will be automatically assigned; other numbers are the maximum that may be assigned. (Accelerated Math will only assign the number of objectives needed to create the practice in the selected size.)
 - If you want to go back to the original settings, click **Default**.

Accelerated Math

Home > Preferences

Practice Preference
Set the practice durations, default size, and percentage of review problems

Class: Grade 3 Math, G3M, Maxwell, 2007-2008

Default Size	<input type="radio"/> Small <input checked="" type="radio"/> Medium <input type="radio"/> Large
Duration	<input type="radio"/> 10 Minutes - Small <input type="radio"/> 20 Minutes - Medium <input type="radio"/> 30 Minutes - Large
Review	<input type="radio"/> 20 Percent
Automatically Assign Objectives Number of objectives to automatically assign for students with no assigned objectives.	
<input type="radio"/> 0-Off <input type="radio"/> 1-5 <input type="radio"/> 6-10 <input type="radio"/> 11-15 <input type="radio"/> 16-20 <input type="radio"/> 21-25 <input type="radio"/> 26-30 <input type="radio"/> 31-35 <input type="radio"/> 36-40 <input type="radio"/> 41-45 <input type="radio"/> 46-50 <input type="radio"/> 51-55 <input type="radio"/> 56-60 <input type="radio"/> 61-65 <input type="radio"/> 66-70 <input type="radio"/> 71-75 <input type="radio"/> 76-80 <input type="radio"/> 81-85 <input type="radio"/> 86-90 <input type="radio"/> 91-95 <input type="radio"/> 96-100	

Buttons: Cancel, Default, Save

5. Click **Save**.

How to Change the Printing Preference

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

The Printing preference determines how assignments are printed for your class. You can enable or disable these features:

- Duplex (double-sided) printing.
- Preview before printing. When you enable preview, assignments will open in Adobe Reader before you print them, just as reports do. If Preview is not selected, Accelerated Math sends assignments directly to the default printer for the computer you're using.
- Embed fonts. Embedding fonts includes them in the assignment file just in case these fonts are not available on your computer or printer. By default, this option is checked so that all fonts are embedded; this helps prevent problems printing special characters, which are used on many assignments. If special characters are printed incorrectly on assignments because the fonts aren't available, students can be confused and may be unable to complete the assignments correctly. If the viewing and printing of special characters is not a problem at your school, you can remove the check mark to print assignments more quickly.

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.

School: Maple Academy

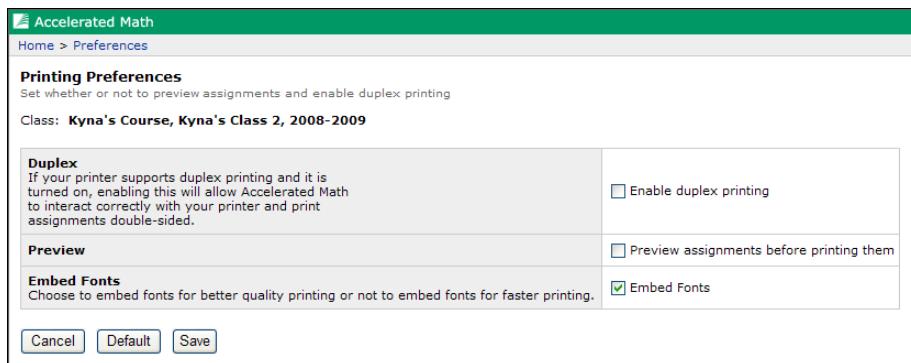
Class: Grade 3 Math, G3M, Maxwell, 2007-2008

3. Click **Printing**.

 **If you choose to use duplex printing on Windows computers, you must also set up your printer to print duplex by default in the printer properties.**

4. Choose the Printing preference settings:

- Check the **Enable duplex printing** box if you want to print assignments double-sided.
- Check the second box if you want to preview the assignment before you print it.
- Leave the third box checked if you want to embed fonts in assignments, or remove the check mark if you need to print assignments more quickly.
- If you want to go back to the original settings (both boxes empty), click **Default**. This will remove the check marks from the first two preferences and check the third preference.



5. Click **Save**.

How to Change the Renaissance Home Connect Preference (If Available)

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

If Renaissance Home Connect is available for your school (see page 100), this preference is also available. (You will not see the preference if Renaissance Home Connect is not available.) The Renaissance Home Connect preference sets whether students can score their own *assisted-response* practices and exercises within Renaissance Home Connect. Follow these steps to change the preference:

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.

2. Select the school and class if necessary from the drop-down lists on the page.

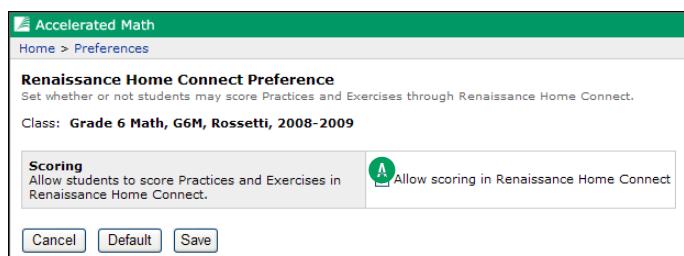
School: Class:

3. Click **Renaissance Home Connect**.

4. If the box is checked , students can score their own practices and exercises within Renaissance Home Connect.

To do this, they refer to the printed copy of their assignments and click or type their answers within Renaissance Home Connect (see page 101). Make changes to the preference as needed. (If you click **Default**, the box will be checked.)

5. Click **Save**.



How to Change the Scoring Preference

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

The Scoring preference controls two settings:

- Which assignments students can score themselves in the AccelScan software's student mode, or which ones students can take using the Renaissance Responder or NEO 2. (For more about AccelScan scoring, see page 78; to find out how students use the Renaissance Responder or NEO 2 with Accelerated Math, see page 97.)
- Whether a student's next practice will print automatically when the student scores his or her current practice using AccelScan or Renaissance Home Connect or when the student completes the practice using a Renaissance Responder or NEO 2. (The next practice can only be printed if the student has objectives that are *Assigned*  or *Ready to Work* 

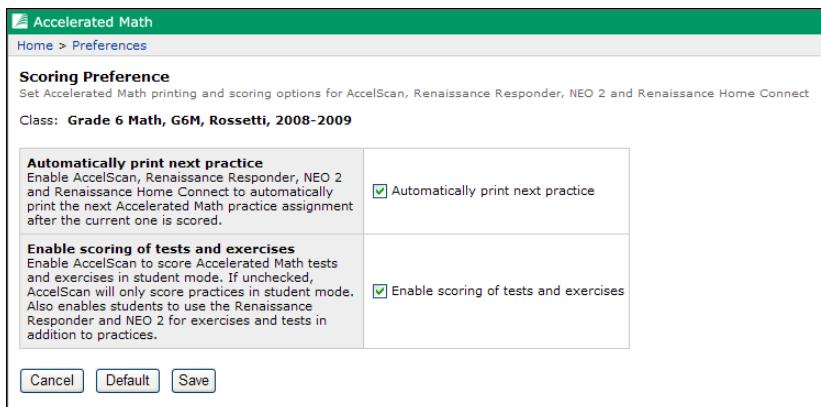
1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.

School: <input type="button" value="Maple Academy"/>
Class: <input type="button" value="Grade 3 Math, G3M, Maxwell, 2007-2008"/>

3. Click **Scoring**.

4. Choose the settings:

- If you want the student's next practice to print automatically, check the first box.
- If you want to allow students to score exercises and tests in the AccelScan software's Student Mode, or if you want them to be able to use a Renaissance Responder or NEO 2 to complete exercises and tests, check the second box.
- If you want to go back to the original settings (both boxes checked), click **Default**.



The screenshot shows the 'Scoring Preference' section of the Accelerated Math preferences. It includes a description of the feature, the current class selection (Grade 6 Math, G6M, Rossetti, 2008-2009), and two settings with checkboxes:

- Automatically print next practice**: Describes enabling AccelScan, Renaissance Responder, NEO 2 and Renaissance Home Connect to automatically print the next Accelerated Math practice assignment after the current one is scored. The checkbox is checked.
- Enable scoring of tests and exercises**: Describes enabling AccelScan to score Accelerated Math tests and exercises in student mode. If unchecked, AccelScan will only score practices in student mode. Also enables students to use the Renaissance Responder and NEO 2 for exercises and tests in addition to practices. The checkbox is checked.

 At the bottom are 'Cancel', 'Default', and 'Save' buttons.

5. Click **Save**.

How to Change the TOPS Report Preference

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities, see page 162.

This preference determines what is included in TOPS Reports for your class. (For more about TOPS Reports, see page 149.) You can choose whether to include the following:

- The correct answers for missed assisted-response problems.
- Learning card information. Learning cards from Renaissance Learning show two problems for an objective. The first one shows how the problem is solved, step by step. The card guides the student through solving the second problem.
- A summary of student work.
- A blank for the parent's signature.

Follow these steps to change the preference:

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school and class if necessary from the drop-down lists on the page.

School:	Maple Academy
Class:	Grade 3 Math, G3M, Maxwell, 2007-2008

3. Click **TOPS Report**.
4. To choose the preference settings, check the box next to each item you want to include on TOPS Reports for your class. If you want to go back to the original settings, click **Default**.

TOPS Report Preference	
Set the TOPS report options	
Class: Grade 3 Math, G3M, Maxwell, 2007-2008	
Include Correct Answer Display the correct answer column on the Standard TOPS reports.	<input checked="" type="checkbox"/> Include correct answer
Learning Card Display Display Learning Card color and number on the Standard TOPS reports.	<input type="checkbox"/> Include Learning Card
Include Summary Display the marking period and school year summary section on the Standard and Extended Response TOPS reports.	<input checked="" type="checkbox"/> Include summary
Include Parent Signature Display the parent signature line on the Standard and Extended Response TOPS reports.	<input type="checkbox"/> Include parent signature

Cancel **Default** **Save**

5. Click **Save**.

Changing the General Preference (a User Preference)

Who Can Do This?

- District Administrator
- District Staff
- School Administrator
- School Staff
- Teachers

To change capabilities,
see page 162.



This preference

doesn't affect horizontal tables. On some pages, such as the Print Exercise page for multiple students, objectives are put in horizontal tables instead of lists. The General preference doesn't affect these tables.

The General preference is a user preference. Every person who uses Accelerated Math can choose his or her own setting for this preference.

In Accelerated Math, some pages have vertical lists that are too long to show on one page. This includes the many pages that list the objectives for a class, such as the Student Detail page or the page you use to print exercises for individual students. The General preference sets how many items you will see at one time in those lists; you can click **Next >>** and **<< Previous** on those pages to move to another part of the list.

1. Click **Preferences** in the list of Accelerated Math tasks on the Home page.
2. Select the school if necessary from the **School** drop-down list at the top of the page. (The class selection does not apply to this preference.)

School:

3. Click **General**.
4. Enter the number of items that you want to see at one time in vertical lists. If you want to go back to the original setting (20), click **Default**.

Accelerated Math
Home > Preferences

General Preference
Set the number of records to be shown at a time for lists with previous/next links

School: **Maple Academy**

Viewing
The maximum number of rows to be shown when viewing tables that have previous/next links.

Rows

5. Click **Save**.

APPENDIX A: CAPABILITIES

Capabilities give users the right to perform specific tasks in the software and are preassigned based on:

- The user group you belong to and the position you hold in your district or school
- The tasks that group usually performs

The tables beginning on page 164 list the tasks that users can perform in Renaissance Place and Accelerated Math with the standard set of capabilities.

 **To change the capabilities for groups of users or individual users, see the instructions in the Renaissance Place Software Manual.**

District or school administrators can change the capabilities assigned to:

- New users added to a specific group
- Groups of current users already in the database
- A specific person

User Groups in the Software

The Renaissance Place software contains these seven user groups:

• District Administrators	• School Administrators	• Teachers
• District Staff	• School Staff	
• Parents	• Students	

Each person added to the Renaissance Place database is assigned to a user group and a specific position within that group. The positions included in each user group are listed below. Some positions appear in more than one category and have capabilities for each category they appear in.

District Administrators

- Assistant Superintendent
- District Superintendent

District Staff

• Academic Testing Coordinator	• Other District Staff
• Admissions Director	• Personnel Director
• Curriculum Director	• Reading Specialist
• Custodian—District	• Secretary—District
• Director of Education	• Special Education Director
• Food Service Director	• Technology/Computer Director
• Gifted/Talented Director	• Title I Director
• Library/Media Director	• Vocational Education Coordinator

School Administrators

- Assistant Principal
- Principal
- Librarian/Reading Coordinator

School Staff

- At Risk Coordinator
- Athletic Director
- Athletic Trainer
- Audiologist
- Custodian—School
- Educational Diagnostician
- ESL Coordinator
- Food Service Worker
- Guidance Counselor
- Interpreter
- Librarian/Media Specialist
- Occupational Therapist
- Other School Staff
- Physical Therapist
- Physician
- Reading Specialist
- School Nurse
- School Psychologist
- Secretary—School
- Social Worker
- Speech Therapist
- Teacher’s Aide
- Teacher Appraiser
- Teacher Facilitator
- Teacher Supervisor
- Technology/Computer Coordinator

Teachers

- ESL Teacher
- Lead Teacher
- Other Teachers
- Team Teacher

Students

Students will log in to use some software programs. However, they do not log in for Accelerated Math (unless Renaissance Home Connect is available).

Parents

Parents may be added to the database by administrators or staff so they can log in to view reports.

Capabilities for All Renaissance Place Programs

Some capabilities apply to all Renaissance Place programs, while others are for specific programs. The general capabilities for all programs are described in the table below. The Accelerated Math capabilities are described in the table on page 168.

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Installation, Registration, and Updates						
Product Registration	Register Renaissance Place product registration, subscription, and content subscription codes and school serial numbers; also, manage student capacity for Renaissance Place products.	✓	+	+	+	+
Manage Content	Manage content on the server, such as quizzes, libraries, or assessments.	✓	✓	✓	✓	✓
View Content	View content on the server, such as quizzes, libraries, or assessments.	✓	✓	✓	✓	✓
Server Administration	Install software updates.	✓	+	—	—	—
District and School Information						
Manage District	Change district information, such as the name, address, or phone number.	✓	+	—	—	—
Manage Schools	Add, edit, or delete schools.	✓	✓	—	—	—
View Schools	View information on schools in the district.	✓	✓	—	—	—
School Years, Marking Periods, and Days Off						
Manage School Year	Add, edit, or delete school years, set the default school year, or copy classes from one school year to another. District personnel can set the default school year for district personnel and teachers. School personnel can set it for their school.	✓	✓	✓	✓	+
Manage Marking Periods	Add, edit, or delete marking periods, such as quarters, semesters, trimesters, or summer sessions. They are used for reports and goal setting. District personnel can manage marking periods for any school. School personnel can only manage marking periods for their school.	✓	+	✓	+	+

✓ = available + = can be added — = unavailable

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
School Years, Marking Periods, and Days Off (continued)						
Manage School Enrollment	Enroll or unenroll students. District personnel can enroll students in any school. School personnel can only enroll students in their schools.	✓	✓	✓	+	+
Courses and Classes						
Manage Courses and Classes	Add, edit, and delete courses and classes, assign teachers to classes, and enroll students in classes. District personnel can do this for any school; school personnel can only do this for their schools.	✓	✓	✓	✓	+
View Courses and Classes	View course and class information. District personnel can view the information for any school. School personnel can view the information for their school.	✓	✓	✓	+	+
Personnel Information						
Manage Personnel	Add, edit, or delete personnel information. District personnel can do this for the district or any school. School personnel can do this for their school.	✓	✓	✓	+	+
View Personnel	View personnel information.	✓	+	✓	✓	+
Student Information						
Manage Students and Enrollments	Add, edit, or delete student information. District personnel can do this for any school. School personnel can do this for their school. This does not include the ability to import, export, or merge student information.	✓	✓	✓	+	+
View Students and Enrollments	View student information, including school and class enrollment.	✓	✓	✓	✓	✓
Merge Students	Merge duplicate student records into one. District personnel can merge student records for any school. School personnel can merge student records for their school.	✓	+	✓	+	+

✓ = available + = can be added - = unavailable

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Student Information (continued)						
District-Level Student Export and District-Level Student Import	Export student information at all levels for any student at any school or import students into any school.	✓	+	—	—	—
School-Level Student Export and School-Level Student Import	Export student groups within a specific school or import students into a school.	—	—	✓	+	+
Teacher-Level Student Export and Teacher-Level Student Import	Export students of a specific teacher or import students into classes for a specific teacher.	—	—	✓	+	+
Parent Information						
Manage Parents	Add, edit, or delete parent information.	✓	✓	✓	+	+
View Parents	View parent information for parents in the database.	✓	✓	✓	✓	+
Classroom Work						
Manage Classroom Activities	Manage student assignments, goals, scores, and classroom reports, including Record and Assignment Books.	✓	+	✓	+	✓
School-Level Access	Access all classes in all Renaissance Place products.	✓	+	✓	+	+
View Classroom	View classroom work, such as student assignments, goals, and scores, including Record and Assignment Books.	✓	+	✓	+	✓
Reports						
District Reports	View reports for all levels: district, schools, teachers, classes, or students.	✓	+	—	—	—
School Reports	View reports for individual schools and their teachers, classes, and students.	✓	✓	✓	+	+
Teacher Reports	View reports for an individual teacher's classes.	✓	✓	✓	—	✓
Parent Reports	View parent reports.	✓	✓	✓	—	✓

✓ = available + = can be added — = unavailable

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Reports (continued)						
Filter Reports by Characteristics	Limit reports to students who've been assigned specific characteristics in Renaissance Place.	✓	✓	✓	✓	✓
Filter Reports by Ethnicity	Limit reports to students with specific ethnicities, which are set when you add students or edit their information.	✓	✓	✓	✓	✓
Manage Reporting Periods	Set the reporting periods for Renaissance Place consolidated reports. Reporting periods are time periods that you can select for the report.	✓	+	✓	+	+
Manage Data Consolidation	Schedule data consolidation, which gathers data from all products to include in Renaissance Place reports. You can set the date, times, and recurrence. (The default schedule is 2:00 AM daily.)	✓	+	+	+	+
Software Preferences						
Change Data Editing Preference	Change the Data Editing Restrictions preference, which prevents users from changing data that is automatically updated from another source, such as your district's SIS. The preference is under Product Administration. Other users cannot see it.	✓	+	—	—	—
Manage District Preferences	Change district-level preferences. Most products do not have district-level preferences; however, AssessmentMaster has preferences that can only be changed if you have this capability.	✓	+	—	—	—
Manage School Preferences	Change school-level preferences for any product, such as the Accelerated Math Scoring preference or the STAR Reading Testing Password preference. District personnel can change these for any school. School personnel can change them for their school.	✓	+	✓	+	+
View District Preferences	View district preferences, such as the Data Editing Restrictions preference or district-level preferences in AssessmentMaster.	✓	+	—	—	—
View School Preferences	View school-level preferences for any Renaissance Place product.	✓	✓	✓	✓	✓

✓ = available + = can be added — = unavailable

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Software Preferences (continued)						
Manage Default Capabilities	Choose the capabilities for any person or group using Renaissance Place software. District personnel can manage capabilities for any group at any school or at the district. School personnel can only manage capabilities for personnel at their school.	✓	+	✓	+	+
View Default Capabilities	View the capabilities given to new users in each group. Capabilities for existing users may be different. District personnel can view capabilities for district personnel and personnel in any school. School personnel can view capabilities for their school.	✓	✓	✓	✓	+

✓ = available + = can be added - = unavailable

Accelerated Math Capabilities

Capability	Determines Who Can...	District		School		Teacher
		Admin.	Staff	Admin.	Staff	
Create District Accelerated Math Objective Lists	Create an Accelerated Math objective list that can be used by any teacher in any school. Objective lists set the objectives included in the class Assignment Book.	✓	✓	+	+	+
Create School Accelerated Math Objective Lists	Create or import an Accelerated Math objective list that can be used by any teacher in a specific school.	✓	✓	✓	✓	+
View Accelerated Math Team Data on Reports	View team data. District personnel can see team data for any school. School personnel can see team data for their schools. Teachers can see team data for their classes.	✓	✓	✓	✓	+

✓ = available + = can be added - = unavailable

INDEX

Numerics

2Know! classroom response system, 17

A

AccelScan

- installing software, 10
- scoring assignments with, 78
- setup, 9
- software, 3
- software updates, 16

Acrobat Reader, 138

Adding libraries for a school, 25

Adding objectives to an objective list, 41

Adding team sets, 127

Adding teams to a set, 128

Adobe Reader, 138

Allow background scanning, 12, 15

Answer placement on assignments, 155

Assigned, 56

Assigning objectives to students, 53

Assigning students to teams, 129

Assignment Book, 51

Assigned, 56

assigning objectives to students, 53

copying class settings, 93

deleting assignments, 76

Diagnosing, 56

Hold, 56

Intervene, 56

Mastered, 56

mastering objectives, 51

printing assignments, 63

printing reports, 91

printing TOPS Reports, 92

putting objectives on hold, 82

Ready to Test, 56

Ready to Work, 56

reprinting assignments, 73

rescoring assignments, 81

resetting objectives, 84

Reviewed, 56

scoring assignments, 78

student details, 89

symbols, 56

Testing, 56

transferring student data to another class, 55

unassigning objectives, 87

viewing, 52

Working, 56

Assignments

answer placement, 155

appearance of, 155

completing in Renaissance Home Connect, 101

completing with NEO 2, 97

completing with Renaissance Responders, 97

deleting, 76

diagnostic test, 63

exercise, 63

extended response, 115

font size, 155

layout, 155

outstanding, 89

practice, 63

printing, 63

reprinting in Assignment Book, 73

rescoring extended response, 119

rescoring in Assignment Book, 81

scoring in the Assignment Book, 78

test, 63

text size, 155

types, 63

unscored, 89

viewing scored, 90

B

Back, 7

Background scanning, 12, 15

C

Capabilities, 162
 Accelerated Math, 168
 Renaissance Place, 164
 user groups, 162

Capacity, 73

Certificate Report, 143

Changing mastery criteria for objectives, 60

Changing students on a team, 131

Changing the order of objectives in lists, 46

Changing your password, 6

Characters printing incorrectly on assignments, 157

Check software requirements, 5

Checking for updates to AccelScan software, 16

Choosing an objective list for a class, 38

Choosing the school to work in, 7

Class Marking Periods preference, 153

Class Report, 143

Classes

- choosing an objective list, 38
- copying settings, 93
- goals, 125
- preferences, 153
- transferring student data, 55
- viewing Assignment Book, 52
- viewing extended response assignments, 116

Classroom preferences, 153

- Class Marking Periods, 153
- Extended Response, 154
- Page Layout, 155
- Practice, 156
- Printing, 157
- Renaissance Home Connect, 158
- Scoring, 159
- TOPS Report, 160

Closing the software, 7

Connecting AccelScan, 9

Copying class settings, 93

Copying classroom preference settings, 93

Copying objective lists, 40

Creating objective lists, 28

Customizing reports, 139

D

Deleting assignments, 76

Deleting extended response assignments, 124

Deleting objective lists, 50

Deleting objectives from objective lists, 41

Deleting team sets, 135

Deleting teams from sets, 134

Diagnosing, 56

Diagnostic export, 150

Diagnostic Report, 143

Diagnostic test, 63

- printing, 71

District administrators, 162

District staff, 162

Double-sided printing, 157

Downloading Adobe Reader, 138

Duplex printing, 157

E

Editing objective lists, 49

Editing team names, 133

Editing team set names and owners, 132

Email, 3

Embedding fonts in assignments, 157

Enable server ping, 11, 15

Ending a Renaissance Responder session, 99

Engaged time, 150

Enrollment Report, 143

Examples of problems, 86

- sample problems, 86
- worked examples, 86

Exercise, 63

- printing, 67

Exiting the software, 7

Export, diagnostic, 150

Exporting objective lists, 37

Extended response assignments, 115, 121

- deleting, 124
- Diagnostic Report, 144
- libraries, 22
- preference for passing percentage, 154
- printing, 117
- problems, viewing, 120
- reprinting, 117
- rescoring, 119
- scoring, 119
- Status Report, 144
- Student Record Report, 144
- transferring, 120
- viewing assignments for class, 116

F

Fonts

- embedding in assignments, 157
- size on assignments, 157

G

General preference, 161

Glossary, 95, 112

- in Renaissance Home Connect, 112
- in the Assignment Book, 95

Goal History Report, 144

Goals, 125

- objectives mastered, 126
- setting, 125
- test percent correct, 126

Group Standards Mastery Report, 145

H

Help, 4

Hold, 56, 82

Home Connect, 100

- completing practice assignments in, 101
- parent access vs. Renaissance Home Connect, 114
- preference, 158
- viewing Accelerated Math progress in, 105

How Accelerated Math works, 1

How to Read a Math Implementation Report, 3

I

Importing objective lists, 35

Installing Accelerated Math, 2

Installing AccelScan software, 10

Installing libraries, 22

Installing Renaissance Responder Client software, 17

Intervene, 56, 57

K

Keyboard scoring, 80

L

Learning Card Reference Report, 145

Libraries

- adding for a school, 25
- defined, 22
- extended response, 22
- installing, 22
- printing Library Guide and Scope and Sequence, 24
- removing for a school, 26
- standard, 22
- viewing information, 23

Library Guide, 24

Library Report, 145

Logging out, 7

M

Manual for Accelerated Math, 3

Manual scoring, 80

Marking Period Progress Report, 145

Mastered, 56

Mastering objectives, 51

Mastery Chart, 146

Mastery criteria, 59

- changing, 60
- practice, 59
- review, 59
- test, 59

Math glossary, 95, 112

- in Renaissance Home Connect, 112

- in the Assignment Book, 95

My lists (private lists), 27

N

Navigation bar, 7

NEO 2, 17

- ending a session, 99
- how to enter answers to assignments, 98
- starting a session, 97
- using with Accelerated Math, 97

O

Objective lists, 27

- adding objectives to, 41
- changing objective order, 46
- choosing for a class, 38
- copying, 40
- creating, 28
- deleting, 50
- deleting objectives from, 41
- editing, 49
- exporting, 37
- importing, 35
- marking objective for certain standards, 48
- my lists (private), 27
- permissions, 27
- removing objectives from, 41
- shared, 27
- viewing, 36

Objectives, 27

- assigning to students, 53
- changing mastery criteria, 60
- changing order in list, 46
- defined, 27
- exporting lists, 37
- goals, 126
- how students master, 51
- importing lists, 35
- marking for standards, 48
- mastering, 51
- putting on hold, 82
- resetting, 84
- unassigning, 87
- viewing lists, 36
- viewing sample problems, 86
- viewing worked examples, 86

Order of objectives, changing, 46

Outstanding assignments, 89

Permissions for objective lists, 27

Plug-in for printing, 64

Practice, 63

printing, 66

Practice mastery criteria, 59

Practice preference, 156

Practice size (minutes), 156

Preferences, 153

Class Marking Periods, 153

Classroom, 153

Extended Response, 154

General, 161

Page Layout, 155

Practice, 156

Printing, 157

Renaissance Home Connect, 158

Scoring, 159

TOPS Report, 160

Previewing assignments before printing, 157

Previous page, 7

Print plug-in, 64

Printing assignments, 63

diagnostic tests, 71

double-sided, 157

exercises, 67

extended response assignments, 117

practices, 66

tests, 69

Printing Library Guides, 24

Printing preference, 157

Printing reports, 121, 138

from the Extended Response page, 121

from the Teams and Goals page, 135

in the Assignment Book, 91

parents, 151

Printing Scope and Sequence, 24

Printing TOPS Reports in the Assignment Book, 92

Programs that come with Accelerated Math, 2

P

Page Layout preference, 155

Parent Report, 146

 how parents can print it, 150

Parents, 163

 giving access to reports, 150

 parent access vs. Renaissance Home Connect, 114

 printing reports, 150, 151

Password, changing, 6

R

Ranking Report, 146

Ready to Test, 56

Ready to Work, 56

Removing libraries for a school, 26

Removing objectives from objective lists, 41

Renaissance Home Connect, 100

 completing practice assignments in, 101

parent access vs. Renaissance Home Connect, 114
 preference, 158
 viewing Accelerated Math progress in, 105

Renaissance Place
 capabilities, 164
 management system, 2
 print plug-in, 64
 reports, 137
 software manual, 3

Renaissance Responder, 17
 ending a session, 99
 how to enter answers to assignments, 98
 installing software, 17
 starting a session, 97
 using with Accelerated Math, 97

Renaissance Responder Client Software, installing, 17

Reordering objectives, 46

Reporting parameter groups, 142

Reports, 137, 138
 Certificate, 143
 Class, 143
 custom options, 143
 customizing, 139
 descriptions, 143
 Diagnostic, 143
 Enrollment, 143
 Extended Response Diagnostic, 144
 Extended Response Status, 144
 Extended Response Student Record, 144
 for parents, 150
 Goal History, 144
 Group Standards Mastery, 145
 how parents print, 151
 Learning Card Reference, 145
 Library, 145
 Marking Period Progress, 145
 Mastery Chart, 146
 Parent, 146
 printing, 138
 printing from Extended Response page, 121
 printing from Teams and Goals page, 135
 printing in Assignment Book, 91
 Ranking, 146
 reporting parameter groups, 142
 Schoolwide Summary, 147
 Status of the Class, 147
 Student Detail, 147
 Student Grouping, 148
 Student Information, 148

Student Record, 148
 Student Standards Mastery, 148
 Teacher, 149
 Team Standings Chart, 149
 Team Status, 149
 TOPS, 149

Reprinting assignments in the Assignment Book, 73
 Reprinting extended response assignments, 117
 Requirements, 5
 Rescoring assignments in the Assignment Book, 81
 Rescoring extended response assignments, 119
 Resetting objectives, 84
 Resources for Accelerated Math, 4

Responder, 17
 ending a session, 99
 how to enter answers to assignments, 98
 installing software, 17
 starting a session, 97
 using with Accelerated Math, 97

Responder software, installing, 17

Review mastery criteria, 59

Reviewed, 56

Roles, switching, 7

S

Sample problems, 86
 Scanner setup, 9
 Scanner software, installing, 10
 School administrators, 163
 School staff, 163
 School, choosing, 7
 Schoolwide Summary Report, 147
 Scope and Sequence, 24
 Scored assignments, viewing, 90
 Scoring assignments in the Assignment Book, 78
 using AccelScan, 78
 using manual keyboard entry, 80
 using Renaissance Home Connect, 101
 using Responders or NEO 2, 98

Scoring extended response assignments, 119
 Scoring preference, 159
 Server ping, 11, 15
 Setting goals for students, 125
 Setting up Accelerated Math, 8
 Shared objective lists, 27
 Software manual for Accelerated Math, 3
 Software requirements, 5

Software Tips for Accelerated Math, 3

Standard libraries, 22

Standards, marking related objectives, 48

Starting a Renaissance Responder session, 97

Status of the Class Report, 147

Student capacity limit, 73

Student Detail Report, 147

Student details, 89

Student Grouping Report, 148

Student Information Report, 148

Student Record Report, 148

 how parents can print it, 150

Student Standards Mastery Report, 148

Students, 163

 assigning objectives to, 53

 deleting assignments, 76

 goals, 125

 limit for Accelerated Math assignments, 73

 transferring data from one class to another, 55

 unassigning objectives, 87

Switching roles, 7

Symbols in Assignment Book, 56

System requirements, 5

Test, 63

 printing, 69

Test mastery criteria, 59

Test percent correct goal, 126

Testing, 56

Timeout, 7, 11, 15

TOPS Report, 92, 149

 preference, 160

 printing from Extended Response page, 122

 printing in Assignment Book, 92

TOPS Report preference, 160

Transferring extended response assignment data, 120

Transferring student data from one class to another, 55

U

Unassigning objectives in the Assignment Book, 87

Unscored assignments, 89

Updating AccelScan software, 16

User groups, 162

User manual for Accelerated Math, 3

User preference, General, 161

User type, 7

T

Teacher Report, 149

Teachers, 163

Team sets, 126

 adding, 127

 adding teams, 128

 assigning students to teams, 129

 changing team membership, 131

 deleting, 135

 deleting teams from, 134

 editing names and owners, 132

 editing team names, 133

 owners, 132

Team Standings Chart, 149

Team Status Report, 149

Teams, 125, 126

 adding sets, 127

 adding to a set, 128

 assigning students to, 129

 changing student members, 131

 deleting, 134

 deleting sets, 135

 editing names, 133

V

Viewing a class Assignment Book, 52

Viewing extended response problems, 120

Viewing library information, 23

Viewing objective lists, 36

Viewing sample problems for objectives, 86

Viewing scored assignments, 90

Viewing student details, 89

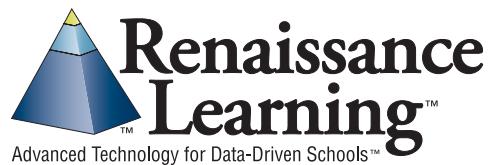
Viewing student progress in Renaissance Home Connect, 105

Viewing worked examples for objectives, 86

W

Worked examples, 86

Working, 56



2911 Peach Street, Wisconsin Rapids, WI 54494
(800) 338-4204
Email: answers@renlearn.com
Web: www.renlearn.com